

DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING
PATTERN TESTS
SPELLING SORTS
DIAGNOSTIC
ASSESSMENT
REMEDIAL
SPELLING
WORKSHEETS



GRADE 3



Visual Watermark



PENNINGTON

**Differentiated
Spelling
Instruction**
the Canadian
English Version
Grade 3

Mark Pennington

Pennington Publishing
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Mark Pennington
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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 3 provides instructional resources for grade-level and remedial spelling patterns. With this program, teachers help students *keep up* while they *catch up* to grade-level spelling. Now, we all know that precise *grade-level* designations have no solid research basis; however, teachers recognize that conventional spelling does have an instructional sequence in which one spelling pattern is built upon another. Also, accepted learning theory would support instruction in more common spelling patterns prior to less common spelling patterns, which are found in increasingly complex multi-syllabic vocabulary.

The convenient *grade-level* designation is better defined in the primary grades, because phonics (decoding) and spelling (encoding) instruction go hand in hand. Both phonics and spelling connect letters and speech sounds (phonemes) to help students apply the alphabetic code in their reading and spelling. Although primary teachers may disagree about *how* to teach reading and spelling, there is widespread agreement that “by the end of first, second, or third grade, students should be able to...”

For most students beyond the primary years, the basic alphabetic code has been mastered, and students are building an easily retrievable *sight word* bank or sound-spelling patterns to help them read and write. This process is known as *orthographic mapping* (Ehri 2014). However, some older students still have spelling pattern gaps that need to be mastered as they learn more advanced spelling patterns. Conscientious teachers recognize the need to *differentiate* instruction.

Differentiated Spelling Instruction Grade 3 helps teachers differentiate both grade-level and remedial spelling instruction. Each weekly lesson features word list, based upon orthographic spelling patterns and conventional spelling rules. Teachers administer a spelling pretest that serves as a diagnostic, and students build their personal spelling list with not-yet mastered words. A spelling sort helps students practice the focus spelling pattern. Students complete a weekly or bi-weekly posttest and quarterly unit tests.

The comprehensive Diagnostic Spelling Assessment determines which remedial spelling patterns have not-yet been mastered, and the teacher assigns spelling pattern worksheets to individualize practice with these previous grade-level patterns. Each worksheet includes a formative assessment, and progress monitoring matrices provide evidence of the successful differentiated instruction.

The weekly spelling lessons, Diagnostic Spelling Assessment, and the corresponding spelling pattern worksheets are chiefly organized in a sounds to print approach. Rather than teaching each spelling in isolation, the speech sound (phoneme) is introduced with all of its common spellings.

Additionally, the program includes the resources teachers need to teach multi-syllabic reading and spelling with syllable transformers, syllable blending, and syllable division worksheets. These interactive activities help your students learn syllable division for proper pronunciation and spelling, accent placement and shifts, consonant and vowel sound shifts, morpheme recognition, inflections, and proper pronunciation. Students learn the derivational and etymological impact on academic vocabulary and spelling throughout these activities.

Preparation

1. First, watch the two YouTube training videos to get an overview of the whole class and individualized instructional components.

Spelling Pattern Lessons:

<https://www.youtube.com/watch?v=PUB2USwKme0>

Diagnostic Spelling Assessment and Individualized Instruction:

<https://www.youtube.com/watch?v=CFHDtmnM7U0>

2. Next, administer the **Diagnostic Spelling Assessment**. See the **Diagnostic Spelling Assessment: Assessment Formats and Preparation, Administration, Correction, and Recording** for specific directions and digital options.

3. Grade the assessments and record (or upload) the results for each student on the Diagnostic Spelling Assessment Mastery Matrix. Post the matrix on the classroom wall with student identification numbers. Note that parents, teaching assistants, or student aides are perfectly capable of grading and recording the test data. Also note that students will be referencing the matrix for assigned worksheets and recording their own mastery, so keeping an extra *clean* copy of the matrix in the teacher's desk is essential.

4. Create student spelling folders to include pages for student writing errors and the appendix resources. If students will self-correct their individualized remedial spelling pattern worksheets (highly recommended), create several answer folders for students to access in class.

5. Introduce the basics of the spelling program to your students. Tell them that all of them can and will improve their spelling with weekly lessons and individualized practice, based upon the Diagnostic Spelling Assessment.

6. Provide a quick overview of the English spelling system to your students:

Assure students that up to 87% of English words are reliable to read and spell if the spelling patterns have been mastered (Henn et al., 1966). Tell them that once they learn the common spelling patterns in each lesson, they will be able to recognize and apply them to other words with the same patterns. Of course, all patterns (like rules) have exceptions, and English spellings do have quite a few, but knowing the patterns and how our spelling system works is much easier than memorizing whole words.

Teach students that letters are used to spell sounds found in words, and that these sounds can be represented by one, two, three, or four letters (e.g. a, shy, sigh, dough). Remind them that the same sound can be spelled in different ways (e.g. you, too, through), and the same spelling can represent different sounds (e.g. cat, cent).

Emphasize the point that most of our challenging spelling words only have one letter which doesn't match how we say the sound. We can *sound out* and spell what matches and memorize only "the part to learn by heart."

Program Directions

Monday

Administer the weekly spelling patterns test. Dictate the twenty grade-level spelling pattern words in the traditional word-sentence-word format on the first day of the week. Record and save the dictation on your phone or computer for make-up tests and future years. Word lists are designed to include a few “challenge level” words to promote vocabulary development within the spelling pattern (7 Minutes).

After completing the pretest, display the test and direct students to self-correct their spelling errors by circling or highlighting the misspelled sound-spellings (3 Minutes).

Students create their own personal spelling list of 15 words (10 Minutes).

Option: The personal spelling list is an ideal homework assignment. A parent signature on the completed personal spelling list helps ensure that students complete the personal spelling list in this priority order:

- Pretest errors: All words missed on the spelling pretest.
- Posttest errors: All words missed on the last spelling posttest.
- Writing errors: Teacher-marked spelling mistakes from in-class writing assignments.
- Supplemental spelling lists: Unknown words from the following appendix resources of this book to complete their list.
 - ❖ Heart Words (Includes Optional Heart Words Spelling Assessment)
 - ❖ The 450 Most Frequently Used Words
 - ❖ The 100 Most Often Misspelled Words
 - ❖ The 70 Most Commonly Confused Words

Tuesday

Display and pass out copies of the weekly lesson. Read and briefly explain the spelling focus and the spelling sort categories (3 Minutes). Many teachers find it helpful to reference mouth position and speech articulation of the sound-spellings on the Personal Sound Walls.

Students complete the spelling sort (10 Minutes).

Display the answers and have students self-correct any misspellings or misplaced spelling sorts by crossing out and adding to the correct categories. The spelling patterns are bolded on the spelling pattern answers (3 Minutes).

Program Directions

Wednesday

Students complete remedial spelling pattern worksheets which correspond to their test errors on the Diagnostic Spelling Assessment and self-correct from the answer folders. After self-correction, students complete the formative assessment at the bottom of each worksheet (10 Minutes).

The teacher grades only the formative assessment and records mastery on the Diagnostic Spelling Assessment Mastery Matrix. For students who have not demonstrated mastery, the teacher keeps the worksheet and students are given a new copy to re-do.*

Thursday

Students study their personal spelling list for the spelling posttest. See the appendix for spelling review activities (10 Minutes Homework).

Friday

Administer the posttest. Students take out a piece of binder paper, find a partner, and exchange dictation of their personal spelling list words (10 Minutes). Students then turn in their posttests for the teacher to grade. **Options:** Some teachers will prefer to posttest at the end of each week; others choose to posttest every other week. If the bi-weekly option is chosen, students will be tested on two spelling patterns and should have a list of 20 words.

Quarterly Summative Assessments

After seven lessons, administer the summative spelling assessment to determine mastery of the seven spelling patterns. If giving bi-weekly posttests, adjust accordingly.

* Note that students are not penalized for spelling sort errors, so there is no incentive for cheating. Students learn from their mistakes. Additionally, those who simply copy from the answer folders usually fail the formative assessment and must re-do the worksheet.

Differentiated Spelling Instruction (Canadian English) Sequence of Instruction

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Short Vowels	Short Vowels	Vowels and Consonants	Diphthongs/ r- controlled “ar,” “ir,” and “ur”	r- controlled “ar,” “ir,” and “ur”	Consonant Doubling
Long Vowel <i>a</i>	Long Vowels	Diphthongs	r- controlled “re” and “our”	r- controlled “re” and “our”	<i>i</i> before <i>e</i>
Long Vowel <i>e</i>	Consonant–Final <i>e</i>	r- controlled “ar,” “ir,” “ur”	Consonant Doubling	Consonant Doubling	Plurals
Long Vowel <i>i</i>	Diphthongs	r- controlled “re” and “our”	Consonant-“le”	Consonant-“le”	Drop/Keep Final <i>e</i> and <i>y</i>
Long Vowel <i>o</i>	Consonant Digraphs	Consonant Doubling	<i>i</i> before <i>e</i>	<i>i</i> before <i>e</i>	/ion/
Long Vowel <i>u</i>	r- controlled “ar,” “ir,” “ur”	Consonant-“le”	Hard and Soft /c/ and /g/	Plurals	“able” and “ible”
Consonant–Final <i>e</i>	r- controlled “re” and “our”	<i>i</i> before <i>e</i>	Plurals	Drop/Keep Final <i>e</i>	“a(e)nt,” “a(e)nce,” “a(e)ncy”
REVIEW/TEST	<i>y</i> /y/, /ē/, /ī/	Hard and Soft /c/ and /g/	Drop/Keep Final <i>e</i>	Change/Keep Final <i>y</i>	REVIEW/TEST
r- controlled “ar,” “ir,” “ur”	REVIEW/TEST	Plurals	REVIEW/TEST	/ion/	Commonly Confused Suffixes
r- controlled “re”	Consonant Doubling	REVIEW/TEST	Change/Keep Final <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”	
r- controlled “our”	Consonant-“le”	Drop/Keep Final <i>e</i>	/f/ “ph,” “_gh,” “_lf,” and “_ft”	REVIEW/TEST	
Diphthongs /aw/	/j/	/ch/	/ion/	“able”	Long Schwa
Diphthongs “oo”	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ible”	Short Schwa
Diphthongs /oi/, /ow/	Hard and Soft Sounds	Starting/Ending /k/	Consonant Shift	“ant,” “ance,” “ancy”	French Spellings and Expressions



Differentiated Spelling Instruction (Canadian English) Sequence of Instruction

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Consonant Digraphs	Hard and Soft <i>g</i> Sounds	Change/Keep Final <i>y</i>	“c/tial” and “c/tious”	“ent,” “ence,” “ency”	British Spellings
<i>y</i> /y/, /ē/, /ī/	Plurals Ending in “s” and “es”	“al” and “ful”	Vowel-“se,” “ve”	“est,” “ist,” and “iest”	<i>a</i> and <i>e</i> Banal
Heart Words	Plurals Ending in /x/ /ch//sh//f//s//z/	Double <i>l-f-s-z</i>	REVIEW/TEST	“ice,” “ise,” “ize,” “yze”	Latin Expressions
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	“est,” “ist” and “iest”	“us” and “_ous”	REVIEW/TEST
Schwa	Drop/Keep Final <i>e</i>	/f/ “ph,” “_gh,” “_lf,” and “_ft”	“ice,” “ise,” “ize,” “yze”	REVIEW/TEST	Greek and Latin Prefixes
Consonant-“le”	/ch/	/ion/	“able”	“qu” Spellings	Greek and Latin Bases
Hard and Soft <i>c</i> Sounds	“ough” and “augh”	“c/tial” and “c/tious”	“ible”	Accent Shift	Pronunciation Problems
Hard and Soft <i>g</i> Sounds	Starting/Ending /k/	Vowel-“se,” “ve”	Schwa	Masculine and Feminine	/zh/
<i>i</i> before <i>e</i>	Change/Keep Final <i>y</i>	Irregular Plurals	“ant,” “ance,” “ancy”	“al,” “ial,” “cial,” “tial”	/eer/
Consonant Doubling	“al” and “ful”	Vowel Shift	“ent,” “ence,” “ency”	Diminutives	/ure/
Plurals Ending in “s” and “es”	Double <i>l-f-s-z</i>	REVIEW/TEST	REVIEW/TEST	<i>a</i> and <i>e</i> Banal	/air/
REVIEW/TEST	REVIEW/TEST	Consonant Shift	“ary,” “ery,” “ory,” “ury,” “ry”	“ly” and “ally”	REVIEW/TEST
Plurals Ending in /x/ /ch//sh//f//s//z/	Irregular Plurals	Pronunciation Problems	“us” and “_ous”	REVIEW/TEST	Accent Shift
Irregular Plurals	Contractions	Schwa	Pronunciation Problems	Pronunciation Problems	w-controlled Vowels
Contractions	Silent Letters	Greek and Latin Prefixes	Greek and Latin Prefixes	Schwa	Assmilations



Differentiated Spelling Instruction (Canadian English) Sequence of Instruction

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Silent Letters	Heart Words	Greek and Latin Bases	Greek and Latin Bases	Greek and Latin Prefixes	Schwa Suffixes
Homonyms	Homonyms	French Spellings	French Spellings	Greek and Latin Bases	“ti” /sh/ Suffixes
Greek and Latin Prefixes	Greek and Latin Prefixes	Homonyms	British Spellings	Latin Expressions	“ci” /sh/ Suffixes
Greek and Latin Bases	Greek and Latin Bases	SUMMATIVE	SUMMATIVE	French Expressions	“i” /ē/ Suffixes
SUMMATIVE	SUMMATIVE			British Spellings	SUMMATIVE
				SUMMATIVE	

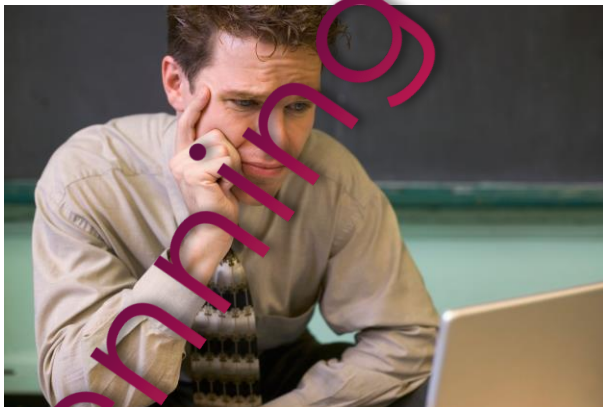
Boldface denotes introductory level

Blue font indicates American English derivations from Canadian English



Teacher Pages

- ✓ **Spelling Pattern Tests**
- ✓ **Lesson Answers**



Spelling Patterns Test #1

1. **blast**
2. **stretch**
3. **glitter**
4. **shock**
5. **rusty**
6. **spread**
7. **cracker**
8. **cranberry**
9. **crust**
10. **ridge**
11. **strong**
12. **clip**
13. **monster**
14. **fumble**
15. **meant**
16. **clutch**
17. **locker**
18. **chest**
19. **class**
20. **click**



Lesson #1 Answers

Short Vowels

Spelling Focus

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

SPELLING WORDS

1. blast
2. stretch
3. glitter
4. shock
5. rusty
6. spread
7. cracker
8. cranberry
9. crust
10. ridge
11. strong
12. clip
13. monster
14. fumble
15. meant
16. clutch
17. locker
18. chest
19. class
20. click

/ă/

blast

cracker

cranberry

class

/ĭ/

glitter

ridge

clip

click

/ŭ/

rusty

crust

fumble

clutch

/ĕ/

stretch

spread

meant

chest

/ŏ/

shock

strong

monster

locker

SPELLING TIPS

Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

Spelling Patterns Test #2

1. **stray**
2. **angle**
3. **later**
4. **freight**
5. **paid**
6. **neighbor**
7. **crayon**
8. **strain**
9. **eight**
10. **fable**
11. **plane**
12. **explain**
13. **nation**
14. **delay**
15. **ladle**
16. **stage**
17. **spade**
18. **gray**
19. **braid**
20. **weight**



Spelling Focus

The long vowel *a* sound (/ā/) sound can be spelled as “a,” “_ay,” “ei,” “ai,” and “a_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. stray
2. angle
3. later
4. freight
5. paid
6. neighbor
7. crayon
8. strain
9. eight
10. fable
11. plane
12. explain
13. nation
14. delay
15. ladle
16. stage
17. spade
18. gray
19. braid
20. weight

a

angle

fable

nation

ladle

ei

freight

neighbor

eight

weight

a_e

later

plane

stage

spade

_ay

stray

crayon

delay

gray

ai

paid

strain

explain

braid

SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.

Spelling Patterns Test #3

1. before
2. street
3. **s**peech
4. **p**redict
5. lonely
6. conce**i**ted
7. **c**emented
8. machine
9. country
10. leaves
11. submarine
12. conce**i**ve
13. **g**reen
14. magazine
15. detour
16. reach
17. **w**heel
18. **c**eiling
19. holy
20. appear

Lesson #3 Answers

Long Vowel e

Spelling Focus

The long vowel *e* sound /ē/ can be spelled as “e,” “_ee,” “ea,” “_y,” “[c]ei,” and “i_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. before
2. street
3. speech
4. predict
5. lonely
6. conceited
7. cemented
8. machine
9. country
10. leaves
11. submarine
12. conceive
13. green
14. magazine
15. detour
16. reach
17. wheel
18. ceiling
19. holy
20. appear

e

before

predict

cemented

detour

ea

leaves

reach

appear

cei

conceited

conceive

ceiling

_ee

street

speech

green

wheel

_y

lonely

country

holy

i_e

machine

submarine

magazine

Spelling Patterns Test #4

1. science
2. **might**
3. untie
4. white
5. reply
6. climb
7. **myself**
8. **pie**
9. **higher**
10. prize
11. **lies**
12. **fight**
13. terrify
14. Friday
15. necktie
16. slice
17. **thigh**
18. drive
19. supply
20. diet



Lesson #4 Answers

Long Vowel *i*

Spelling Focus

The long vowel *i* sound (/ī/) sound can be spelled as “i,” “_ie,” “_igh,” “_y,” and “_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. science
2. **might**
3. untie
4. white
5. reply
6. climb
7. **myself**
8. **pie**
9. **higher**
10. prize
11. **lies**
12. **fight**
13. terrify
14. Friday
15. necktie
16. slice
17. **thigh**
18. **drive**
19. supply
20. diet

i

science

climb

Friday

diet

_igh

might

higher

fight

thigh

_e

white

prize

slice

drive

_ie

untie

pie

lies

necktie

_y

reply

myself

terrify

supply

SPELLING TIPS

Why is an *i* a long *e* /ē/ sound?

When an *i* is just before a suffix that starts with a vowel. For example, *Indian*.

Spelling Patterns Test #5

1. cola
2. **doe**
3. grown
4. **clothes**
5. **float**
6. also
7. **boasting**
8. mistletoe
9. alone
10. **bowling**
11. **close**
12. sodas
13. **roamed**
14. **goes**
15. **glowed**
16. **foam**
17. yogurt
18. **stones**
19. **snowing**
20. **toes**

Spelling Focus

The long vowel *o* sound (/ō/) sound can be spelled as “o,” “ow,” “_oe,” “oa_,” and “o_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. cola
2. **doe**
3. grown
4. clothes
5. float
6. also
7. boasting
8. mistletoe
9. alone
10. bowling
11. close
12. sodas
13. roamed
14. goes
15. glowed
16. foam
17. yogurt
18. stones
19. snowing
20. toes

o

cola

also

sodas

yogurt

_oe

doe

mistletoe

goes

toes

o_e

clothes

alone

close

stones

ow

grown

bowling

glowed

snowing

oa_

float

boasting

roamed

foam

SPELLING TIPS**Syllable Rule**

If the vowel is at the end of the syllable, it is usually a long vowel sound.

Spelling Patterns Test #6

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

Lesson #6 Answers

Long Vowel *u*

Spelling Focus

The long vowel *u* sound (/ū/) sound can be spelled as “u,” “_ue,” “_ew,” and “u_e.” Each long vowel sound has different spellings.

SPELLING WORDS

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

u

music

human

truth

cucumber

puny

_ew

fewer

jewel

ewes

nephew

view

_ue

fuel

argue

value

cue

continue

u_e

fumes

useful

perfume

huge

immune

Spelling Patterns Test #7

1. **cube**
2. **choke**
3. **route**
4. **playtime**
5. **cute**
6. **shake**
7. **centipede**
8. **dine**
9. **fame**
10. **homesick**
11. **supreme**
12. **while**
13. **parachute**
14. **careful**
15. **interfere**
16. **mule**
17. **completely**
18. **lonely**
19. **gate**
20. **flute**



Spelling Focus

The final “e” (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The consonant-final e spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel u “u_e” and long /oo/ as in *rooster*.

SPELLING WORDS

1. cube
2. choke
3. route
4. playtime
5. cute
6. shake
7. centipede
8. dine
9. fame
10. homesick
11. supreme
12. while
13. parachute
14. careful
15. interfere
16. mule
17. completely
18. lonely
19. gate
20. flute

a_e

shake

fame

careful

gate

i_e

playtime

dine

while

Long Vowel u

“u_e”

cube

cute

mule

e_e

centipede

supreme

interfere

completely

o_e

choke

homesick

lonely

Long /oo/ as in

rooster

route

parachute

flute

Spelling Patterns Lessons 1–7 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-up. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 1–7 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 1–7. Let's 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.

Number 1 is *fantastic fantastic* The fantastic musical was very popular. *fantastic*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “boof”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

Spelling Patterns Lessons 1–7 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	
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	Short Vowels
7. patriot	A patriot is one who supports his country.	patriot	
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	Long /a/
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	
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	Long /e/
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	Long /i/
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The teacher vetoed the students' idea.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	Long /o/
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	Long /u/
27. lately	That happens a lot lately.	lately	
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	Consonant-Final e

Spelling Patterns Test #8

1. **thirst**
2. **actor**
3. **charming**
4. **turning**
5. **birthday**
6. **rainstorm**
7. **partner**
8. **church**
9. **perfect**
10. **twirl**
11. **market**
12. **porch**
13. **alert**
14. **burning**
15. **giraffe**
16. **certain**
17. **burned**
18. **clerk**
19. **carve**
20. **original**



Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows.

SPELLING WORDS

1. thirst
2. actor
3. charming
4. turning
5. birthday
6. rainstorm
7. partner
8. church
9. perfect
10. twirl
11. market
12. porch
13. alert
14. burning
15. giraffe
16. certain
17. burned
18. clerk
19. carve
20. original

ar

sparkle
 charming
 partner
 market
 artful
 carve

ur

churning
 church
 urgent
 turning
 burned
 lurk
 burst

ir

first
 birthday
 firm
 bird
 giraffe
 thirsty
 twirl

SPELLING TIPS

Why are these called “*r*-controlled vowels”?

The *r* controls the preceding vowel sound and makes the vowel sound different than the short or long /a/, /i/, or /u/ sounds.

Spelling Patterns Test #9

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 Focus

When serving as the only suffix to a word, spell “our.” When combined with other suffixes, including an “our” suffix, spell “or.”

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

American English spells /or/ as “or” (without the u).

Spelling Patterns Test #10

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



Lesson #10 Answers *r*-controlled Vowels *re*

Spelling Focus

If the *er* sound ends a base and comes from the Latin or French, it is spelled “re.” The “re” is not a suffix. Words indicating measurement are Latin-based and their bases end in in “re.”

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. eagre

re

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

re words of measurement

litre
metre
decimetre
centimetre
millimetre
nanometre
calibre

SPELLING TIPS

Canadian English and British English spell /er/ suffixes as “er,” “ir,” or “ur.”

Spelling Patterns Test #11

1. crawl
2. caught
3. **almost**
4. talking
5. **small**
6. **awkward**
7. **false**
8. **mall**
9. hauling
10. yawning
11. **softball**
12. **total**
13. **pause**
14. **alter**
15. **taught**
16. hawk
17. **fall**
18. **sauce**
19. dawn
20. **hallway**

Lesson #11 Answers /aw/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.”

SPELLING WORDS

1. crawl
2. caught
3. **almost**
4. talking
5. small
6. **awkward**
7. false
8. mall
9. hauling
10. yawning
11. softball
12. total
13. pause
14. **alter**
15. taught
16. hawk
17. **fall**
18. sauce
19. dawn
20. hallway

aw

crawl
awkward
yawning.
hawk
dawn

al

almost
talking
false
total
alter

au

caught
hauling
pause
taught
sauce

all

small
mall
softball
fall
hallway

Spelling Patterns Test #12

1. **altitude**
2. **duty**
3. **smooth**
4. **wooden**
5. **sugar**
6. **clue**
7. **super**
8. **shoot**
9. **overdue**
10. **butcher**
11. **shook**
12. **toolbox**
13. **stew**
14. **rumor**
15. **roof**
16. **glued**
17. **dune**
18. **newest**
19. **Neptune**
20. **dew**



Lesson #12 Answers Long /oo/ and Short /oo/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.”

SPELLING WORDS

1. altitude
2. duty
3. smooth
4. wooden
5. sugar
6. clue
7. super
8. shoot
9. overdue
10. butcher
11. shook
12. toolbox
13. stew
14. rumor
15. roof
16. glued
17. dune
18. newest
19. Neptune
20. dew

oo as in rooster

smooth
shoot
toolbox

u as in rooster

duty
super
rumor

_ue as in rooster

clue
overdue
glued

u_e as in rooster

altitude
dune
Neptune

_ew as in rooster

stew
newest
dew

oo as in woodpecker

wooden
shook
roof

u as in woodpecker

sugar
butcher

Spelling Patterns Test #13

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

Lesson #13 Answers /oi/ and /ow/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oi/ as in *oil* vowel diphthongs are “oi” and “_oy.” The /ow/ as in *cow* vowel diphthongs are “_ow” and “ou_.”

SPELLING WORDS

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

oi_

noise

moist

poison

choice

broil

_ow

crowd

fowl

drown

howl

towel

_oy

annoy

employ

soy

joyful

destroy

ou_

couch

amount

cloud

mouth

hound

Spelling Patterns Test #14

1. **month**
2. **whirl**
3. **bush**
4. **wrench**
5. **graph**
6. **much**
7. **wheat**
8. **shame**
9. **phonics**
10. **smooth**
11. **when**
12. **change**
13. **pushing**
14. **thicker**
15. **telephone**
16. **shriek**
17. **what**
18. **photos**
19. **these**
20. **checker**



Lesson #14 Answers Consonant Digraphs

Spelling Focus

Consonant digraphs are two consonants that make only one sound. The common consonant digraphs are “wh,” “th,” “ph,” “sh,” and “ch.”

SPELLING WORDS

1. month
2. whirl
3. bush
4. wrench
5. graph
6. much
7. wheat
8. shame
9. phonics
10. smooth
11. when
12. change
13. pushing
14. thicker
15. telephone
16. shriek
17. what
18. photos
19. these
20. checker

wh

whirl
wheat
when
what

ph

graph
phonics
telephone
photos

ch

wrench
much
change
checker

th

month
smooth
thicker
these

sh

bush
shame
pushing
shriek

SPELLING TIPS

What is a consonant blend (or cluster)?

A consonant blend is a team of two or three consonants, each with a different sound.

Spelling Patterns Test #15

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy



Lesson #15 Answers *y* /y/, /ē/, /ī/

Spelling Focus

At the beginning of a syllable, the “y” has a hard /y/ sound as in *yak*. At the end of an unaccented syllable, the “y” has the /ē/ sound as in *baby* and *slowly*. At the end of an accented syllable, the “y” has the /ī/ sound as in *flying*. When following an /ā/ or an /ē/, the “y” is silent.

SPELLING WORDS

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy

Hard y Sound /ē/

yellow quality
young ceremony
yourself party
yak happy

_ly

usually
slowly
orally
generally

/ī/

deny
cycles
spying
myself

Silent y

betray
today
survey
attorney

SPELLING TIPS

a, e, i, o, and u and sometimes y. Why?

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

Spelling Patterns Test #16

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle



Lesson #16 Answers **Heart Words**

Spelling Focus

Heart Words are words with a part which does not follow the regular sound-spelling. Compare the irregular sound-spellings to words with similar sound-spellings and learn these parts by heart.

SPELLING WORDS

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle

through	whole
against	guess
answer	straight
bought	cough
beautiful	nothing
where	friend
thought	heart
people	mother
whose	island
height	muscle

Spelling Patterns Lessons 8–14 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #33 to continue where the Spelling Patterns Lessons 1–7 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–7 and Lessons 8–16 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 8–16 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 8–16. Let's 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.

Number 33 is *awful* *awful* The engine made an *awful* sound. *awful*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouf”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

Spelling Patterns Lessons 8–16 Summative Assessment

33. alarm	A man set off the car alarm.	alarm	
34. theatre	We saw a wonderful play at the theatre.	theatre	
35. firmly	The student held the handle firmly.	firmly	
36. colour	She painted a different colour for each room.	colour	
37. curling	She liked curling her hair with her fingers.	curling	r-controlled
38. awful	The engine made an awful sound.	awful	
39. auditorium	The band played in the auditorium.	auditorium	
40. already	My teacher already knows the answer.	already	
41. falling	The child kept falling down the stairs.	falling	/aw/
42. poodle	The black poodle loved to eat ice cream.	poodle	
43. duty	Do your duty to your country.	duty	
44. overdue	Your library book is overdue.	overdue	
45. flute	She played a silver flute.	flute	
46. brewing	The coffee is always brewing at her house.	brewing	Long /oo/
47. looked	He looked older than he really was.	looked	
48. butcher	The local butcher was very skilled.	butcher	Short /oo/
49. poisoned	The chemical poisoned the water.	poisoned	
50. destroy	He had to destroy the work of art.	destroy	/oi/
51. crowded	This school is very crowded.	crowded	
52. counting	She began counting on her fingers.	counting	/ow/ (cow)
53. cartwheel	I could never do a proper cartwheel.	cartwheel	
54. hypothesis	The scientist's hypothesis was tested.	hypothesis	
55. graphics	The computer graphics were high quality.	graphics	
56. eyelashes	Her eyelashes were very long.	eyelashes	Consonant Digraphs
57. channel	One television channel had a poor signal.	channel	y
58. yesterday	I think she called me yesterday.	yesterday	
59. registry	The bride had signed up for a gift registry.	registry	
60. crying	His baby could not stop crying.	crying	

Spelling Patterns Test #17

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect



Lesson #17 Answers Schwa

Spelling Focus

The schwa is the most common vowel sound in English. It can be spelled with all of the vowel letters. The syllable with the schwa sound must be connected to another syllable with an accented vowel. The schwa is known as a weak vowel, because it is almost always unaccented. The most common schwa sound has a sound similar to the short /u/.

SPELLING WORDS

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect

a

alive system
capital specific
comma kitten
usual problem
manager effect

i

cavity
happily
denim
evil
pencil

o

concern
person
provide
offend
obtain

Spelling Patterns Test #18

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement



Lesson #18 Answers Consonant-“le”

Spelling Focus

When “le” follows a consonant, it has a schwa sound ending in the /l/ sound. The syllable with the consonant-“le” must be connected to another syllable with an accented vowel. After a short vowel, the consonant is doubled before adding the “le.”

SPELLING WORDS

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement

_ble	_cle
humble	oracle
dribble	circle
_ckle	_dle
trickled	handle
unbuckled	paddled
_fle	gle
rifle	single
stifle	dangled
_ple	sle
purple	measles
sample	hassle
_tle	zle
cattlemen	fizzled
settlement	puzzled

Spelling Patterns Test #19

1. **concerned**
2. **custom**
3. **casting**
4. **century**
5. **citizen**
6. **fancy**
7. **cities**
8. **current**
9. **calendar**
10. **bicycle**
11. **exception**
12. **courage**
13. **spicy**
14. **category**
15. **cupcakes**
16. **common**
17. **cedar**
18. **catalog**
19. **cider**
20. **colon**



Lesson #19 Answers Hard and Soft c Sounds

Spelling Focus

The “c” followed by an “a,” “o,” or “u” has a hard sound as in *cabin*. The “c” followed by an “e,” “i,” or “y” has a soft sound as in *city*.

SPELLING WORDS

1. concerned
2. custom
3. casting
4. century
5. citizen
6. fancy
7. cities
8. current
9. calendar
10. bicycle
11. exception
12. courage
13. spicy
14. category
15. cupcakes
16. common
17. cedar
18. catalog
19. cider
20. colon

ca

casting
calendar
category
catalog

cu

custom
current
cupcakes

ci

citizen
cities
cider

co

concerned
courage
common
colon

ce

century
exception
cedar

cy

fancy
bicycle
spicy

Spelling Patterns Test #20

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy



Lesson #20 Answers Hard and Soft g Sounds

Spelling Focus

The “g” followed by an letters “a,” “o,” or “u” has a hard sound as in *goose*. The “g” followed by an “e,” “i,” or “y” has a soft sound as in *germs*.

SPELLING WORDS

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy

ga

gasoline
legal
gallop
elegant

gu

gums
guns
gust
gutter

gy

apology
gymnast
energy
soggy

go

gone
golf
gotten
goblin

ge

genius
gecko
gentle
gesture

SPELLING TIPS

What sound does “gi” make?

The “gi” can be a hard /g/ as in *girl* or a soft /g/ as in *ginger*.

Spelling Patterns Test #21

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

Lesson #21 Answers *i* before *e*

Spelling Focus

The /ī/ and /ē/ sounds can be spelled as “_ie” or “cei.” The /ā/ can be spelled as “ei.”

SPELLING WORDS

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

ie

- believe
- chief
- friend
- viewpoint
- piece

ei sounding like /ā/

- neighbor
- weight
- sleigh
- eight
- their

cej

- receive
- perceive
- ceiling
- receipt
- deceive

Exceptions

- weird
- height
- either
- forfeit
- caffeine

Spelling Patterns Test #22

1. funny
2. cónsonant
3. rancher
4. entertainment
5. rainout
6. stop**ped**
7. start**ed**
8. lift**ing**
9. shuteye
10. quick**ly**
11. cónference
12. begin**ning**
13. bookend
14. bumper
15. cómic**al**
16. abandon
17. fíction**al**
18. pickup
19. witness
20. dri**pp**ing



Lesson #22 Answers Consonant Doubling

Spelling Focus

When adding a suffix to a base (the key meaning of a word) which ends in a consonant, double the consonant before the suffix if all three of these apply: 1. The base is accented 2. The base ends in a vowel then a consonant 3. The suffix begins with a vowel.

SPELLING WORDS

1. funny
2. cónsonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. cónference
12. beginning
13. bookend
14. bumper
15. cómical
16. abandon
17. fíctional
18. pickup
19. witness
20. dripping

Double the Consonant

funny

stopped

beginning

dripping

Suffix Begins with Consonant

entertainment

quickly

abandon

witness

Accent Not on Ending Base

cónsonant

cónference

cómical

fíctional

No Vowel-Consonant at End of Base

rancher

started

lifting

bumper

Compound Words

rainout

shuteye

bookend

pickup

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

Spelling Patterns Test #23

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

Lesson #23 Answers Plurals Ending in “s” and “es”

Spelling Focus

Most nouns form plural by adding an “s” to the end of the word. If there is a noun with a consonant sound then an ending “o” or “y,” add “es” onto the end to form the plural.

SPELLING WORDS

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

**Just Add an “s”
(Base Doesn’t
End in o or y)**

computers
blankets
pencils
schools
sofas

**Base Ending in
Vowel before y**

valleys
delays
keys
replays
turkeys

**Base Ending in
Vowel before o**

patios
radios
videos
stereos
zoos

**Base Ending in
Consonant before o**

heroes
zeroes
goes
shoes
echoes

Spelling Patterns Lessons 17–23 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #59 to continue where the Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–7, Lessons 8–14, and Lessons 15–21 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 15–21 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 15–21. Let's 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.

Number 59 is *committee* *committee* The *committee* finished its task. *committee*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “bouf”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

Spelling Patterns Lessons 17–23 Summative Assessment

61. abandon	I had to abandon the search until morning.	abandon	Soft <i>v</i>
62. sediment	The sediment settled to the bottle's bottom.	sediment	Consonant-le
63. bubble	She blew and then popped a huge bubble.	bubble	Hard <i>b</i>
64. gasoline	Is there enough gasoline in the tank?	gasoline	Hard and Soft <i>g</i>
65. agony	His face showed the agony of his decision.	agony	
66. gutter	The water drained down into the gutter.	gutter	
67. ginger	My favorite cookies are ginger snaps.	ginger	
68. apology	An apology would certainly be appropriate.	apology	
69. capture	Did the officer capture the prisoner?	capture	Hard and Soft <i>c</i>
70. coffee	The smell of fresh coffee was everywhere.	coffee	
71. cucumber	He likes cucumber in his salad.	cucumber	
72. procedure	The guard followed the procedure.	procedure	
73. cider	The apple cider was delicious.	cider	
74. cyclone	A terrible cyclone destroyed the fence.	cyclone	
75. briefly	I briefly talked it over with him.	briefly	<i>i</i> before <i>e</i>
76. neighbor	My next door neighbor is very helpful.	neighbor	
77. receiving	Have you been receiving your emails?	receiving	
78. committee	The committee finished its task.	committee	Consonant Doubling
79. fighting	The students finally stopped fighting.	fighting	
79. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
80. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
81. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
82. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
83. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
84. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
85. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
86. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
87. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals

Spelling Patterns Test #24

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

Lesson #24 Answers Plurals Ending in /x/, /ch/, /sh/, /f/, /s/, /z/

Spelling Focus

To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add “es” to the end of the noun. To form a plural after a noun ending in /f/, change the “f” to “v” and add “es.”

SPELLING WORDS

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

Base Ending in /x/

boxes
mixes
foxes
taxes

Base Ending in /ch/

lunches
branches
riches
arches

Base Ending in /sh/

bushes
wishes
lashes
marshes

Base Ending in /f/

wives
shelves
wolves
calves

Base Ending in /s/

losses
crosses

Base Ending in /z/

buzzes
fuzzes

Spelling Patterns Test #25

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudos
19. roofs
20. mice



Lesson #25 Answers Irregular Plurals

Spelling Focus

Some plurals do not follow the plural Focuss. Irregular plurals include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

SPELLING WORDS

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudos
19. roofs
20. mice

“_fs,”
Not “_ves”

beliefs
cuffs
chefs
cliffs
roofs

Vowel Changes
from Singular to
Plural

children
women
people
teeth
mice

Consonant before
“os”

kilos
mementos
armadillos
Eskimos
kudos

Same Singular and
Plural Form

deer
sheep
quail
fish
moose

Spelling Patterns Test #26

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't



Lesson #26 Answers Contractions: not, is, have, are, am

Spelling Focus

Contractions are shortened forms of a word or words in which a letter or letters is replaced with an apostrophe. Common words that form contractions are *not, is, have, are, and am*.

SPELLING WORDS

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't

not

isn't
aren't
hasn't
haven't
don't
wouldn't

have

I've
you've
we've
they've
could've

am

I'm

is

it's
that's
there's
what's
who's

are

you're
we're
they're

Spelling Patterns Test #27

1. **comb**
2. **scientific**
3. **kneel**
4. **talking**
5. **guard**
6. **knit**
7. **thumb**
8. **yolk**
9. **scenery**
10. **guilty**
11. **cornstalk**
12. **plumbing**
13. **league**
14. **scepter**
15. **knowledge**
16. **bomb**
17. **descendent**
18. **folktale**
19. **gauge**
20. **known**



Lesson #27 Answers Silent Letters: “mb,” “kn,” “sc,” “lk,” “u”

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folktale
19. gauge
20. known

mb

comb
thumb
plumbing
bomb

sc

scientific
scenery
scepter
descendent

u

guard
guilty
league
gauge

kn

kneel
knit
knowledge
known

lk

talking
yolk
cornstalk
folktale

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

Spelling Patterns Test #28

- | | | |
|---------------------|------------------|---------|
| 1. wood | would | |
| 2. metal | medal | |
| 3. break | brake | |
| 4. accept | except | |
| 5. throne | thrown | |
| 6. waist | waste | |
| 7. affective | effective | |
| 8. bare | bear | |
| 9. advice | advise | |
| 10. hear | here | |
| 11. access | excess | |
| 12. beat | beet | |
| 13. right | write | |
| 14. piece | peace | |
| 15. holy | wholly | |
| 16. affect | effect | |
| 17. immigrate | emigrate | |
| 18. scent | cent | sent |
| 19. to | too | two |
| 20. there | their | they're |

Lesson #28 Answers Homonyms

Spelling Focus

Homonyms are words that sound the same (known as *homophones*) or are spelled the same (known as *homographs*).

SPELLING WORDS

1. wood/would
2. metal/medal
3. break/brake
4. accept/except
5. throne/thrown
6. waist/waste
7. affective/effective
8. bare/bear
9. advice/advise
10. hear/here
11. access/excess
12. beat/beet
13. right/write
14. piece/peace
15. holy/wholly
16. affect/effect
17. immigrate/
emigrate
18. scent/cent/sent
19. to/too/two
20. there/their/
they're

Vowel Difference

wood/would
break/brake
throne/thrown
waist/waste
bare/bear
hear/here
beat/beet
piece/peace
to/too/two
there/their/they're

Consonant Difference

metal/medal
advice/advise
right/write
holy/wholly
scent/cent/
sent

Prefix Difference

accept/except
affective/effective
access/excess
affect/effect
immigrate/emigrate

Spelling Patterns Test #29

- | | |
|-------------------------|---------------------|
| 1. repeat | again |
| 2. disappear | apart |
| 3. enable | in |
| 4. nonfiction | not |
| 5. improvise | in, into |
| 6. oversleep | above |
| 7. mislead | not |
| 8. substitute | under |
| 9. preview | before |
| 10. interact | between |
| 11. foreword | front |
| 12. depart | from |
| 13. transfer | across |
| 14. supernatural | above, large, great |
| 15. hemisphere | half |
| 16. antidote | against |
| 17. middle | middle |
| 18. understand | under |
| 19. outperform | out, beyond |
| 20. coexist | with |

Lesson #29 Answers Most Common Greek and Latin Prefixes

Spelling Focus

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

SPELLING WORDS

1. **repeat**
2. **disappear**
3. **enable**
4. **nonfiction**
5. **improvise**
6. **oversleep**
7. **mislead**
8. **substitute**
9. **preview**
10. **interact**
11. **foreword**
12. **depart**
13. **transfer**
14. **supernatural**
15. **hemisphere**
16. **antidote**
17. **middle**
18. **understand**
19. **outperform**
20. **coexist**

WORDS WITH THE SAME PREFIXES

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

Spelling Patterns Test #30

- | | |
|-----------------------|------------|
| 1. auditorium | to hear |
| 2. astrology | stars |
| 3. biology | life |
| 4. predict | to say |
| 5. thermometer | to measure |
| 6. minimum | small |
| 7. transmit | to send |
| 8. mission | to send |
| 9. pedal | foot |
| 10. telephone | to call |
| 11. import | to carry |
| 12. scripture | writing |
| 13. inspect | to see |
| 14. instruct | to build |
| 15. logical | word |
| 16. sympathy | feeling |
| 17. imposition | to put |
| 18. geography | earth |
| 19. conduct | to lead |
| 20. refer | to carry |

Lesson #30 Common Greek and Latin Bases

Spelling Focus

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

SPELLING WORDS

1. **auditorium**
2. **astrology**
3. **biology**
4. **predict**
5. **thermometer**
6. **minimum**
7. **transmit**
8. **mission**
9. **pedal**
10. **telephone**
11. **import**
12. **scripture**
13. **inspect**
14. **instruct**
15. **logical**
16. **sympathy**
17. **imposition**
18. **geography**
19. **conduct**
20. **refer**

WORDS WITH THE SAME BASES

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

Spelling Patterns Lessons 1–30 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-up. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 1–28 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied this year. Let's 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 word.”

Number 1 is *fantastic* *fantastic* The fantastic musical was very popular. *fantastic*”

Continue to follow this script for the rest of the test.

Correction

Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example, if the word is “boof”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

- Do not elongate the vowel sounds, nor say the spelling word louder than other words in the sentence.
- Keep a consistent pace of about fifteen seconds per test item. Any longer and students will lose their place or begin daydreaming.
- Don't repeat the words, unless there is a class distraction. Students who need to have a spelling word repeated are generally unsure of the spelling or lack spelling automaticity; therefore indicating a need for remediation.

Spelling Patterns Lessons 1–28 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	
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	Short Vowels
7. patriot	A patriot is one who supports his country.	patriot	
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	Long /a/
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	
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	Long /e/
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	Long /i/
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The teacher vetoed the students' idea.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	Long /o/
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	Long /u/
27. lately	That happens a lot lately.	lately	
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	Consonant-Final e

Spelling Patterns Lessons 1–28 Summative Assessment

33. alarm	A man set off the car alarm.	alarm	
34. theatre	We saw a wonderful play at the theatre.	theatre	
35. firmly	The student held the handle firmly.	firmly	
36. colour	She painted a different colour for each room.	colour	
37. curling	She liked curling her hair with her fingers.	curling	r-controlled
38. awful	The engine made an awful sound.	awful	
39. auditorium	The band played in the auditorium.	auditorium	
40. already	My teacher already knows the answer.	already	
41. falling	The child kept falling down the stairs.	falling	/aw/
42. poodle	The black poodle loved to eat ice cream.	poodle	
43. duty	Do your duty to your country.	duty	
44. overdue	Your library book is overdue.	overdue	
45. flute	She played a silver flute.	flute	
46. brewing	The coffee is always brewing at her house.	brewing	Long /oo/
47. looked	He looked older than he really was.	looked	
48. butcher	The local butcher was very skilled.	butcher	Short /oo/
49. poisoned	The chemical poisoned the water.	poisoned	
50. destroy	He had to destroy the work of art.	destroy	/oi/
51. crowded	This school is very crowded.	crowded	
52. counting	She began counting on her fingers.	counting	/ow/ (cow)
53. cartwheel	I could never do a proper cartwheel.	cartwheel	
54. hypothesis	The scientist's hypothesis was tested.	hypothesis	
55. graphics	The computer graphics were high quality.	graphics	
56. eyelashes	Her eyelashes were very long.	eyelashes	Consonant Digraphs
57. channel	One television channel had a poor signal.	channel	y
58. yesterday	I think she called me yesterday.	yesterday	
59. registry	The bride had signed up for a gift registry.	registry	
60. crying	His baby could not stop crying.	crying	

Spelling Patterns Lessons 1–30 Summative Assessment

61. abandon	I had to abandon the search until morning.	abandon	Schwa
62. sediment	The sediment settled to the bottle's bottom.	sediment	
63. bubble	She blew and then popped a huge bubble.	bubble	Consonant-le
64. gasoline	Is there enough gasoline in the tank?	gasoline	Hard and
65. agony	His face showed the agony of his decision.	agony	Soft g
66. gutter	The water drained down into the gutter.	gutter	
67. ginger	My favorite cookies are ginger snaps.	ginger	
68. apology	An apology would certainly be appropriate.	apology	
69. capture	Did the officer capture the prisoner?	capture	Hard and
70. coffee	The smell of fresh coffee was everywhere.	coffee	Soft c
71. cucumber	He likes cucumber in his salad.	cucumber	
72. procedure	The guard followed the procedure.	procedure	
73. cider	The apple cider was delicious.	cider	
74. cyclone	A terrible cyclone destroyed the fence.	cyclone	
75. briefly	I briefly talked it over with him.	briefly	i before e
76. neighbor	My next door neighbor is very helpful.	neighbor	
77. receiving	Have you been receiving your emails?	receiving	
78. committee	The committee finished its task.	committee	Consonant
79. fighting	The students finally stopped fighting.	fighting	Doubling
79. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
80. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
81. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
82. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
83. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
84. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
85. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
86. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
87. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals
88. Spell the plural of <i>belief</i>	<i>belief</i>	<i>belief</i>	
89. Spell the plural of <i>tornado</i>	<i>tornados</i>	<i>tornados</i>	
90. Spell the plural of <i>woman</i>	<i>woman</i>	<i>woman</i>	Irregular
91. Spell the plural of <i>sheep</i>	<i>sheep</i>	<i>sheep</i>	Plurals

Spelling Patterns Lessons 1–30 Summative Assessment

Now 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.

Number 92 is *she's* *she's* I know *she's* wrong about that fact. *she's*

92. she's	I know she's wrong about that fact.	she's
93. they're	I think they're ready to leave.	they're
94. haven't	They haven't passed any tests this year.	haven't
95. we've	If we've worked hard, we will be rewarded.	we've
96. I'm	I'm so tired today.	I'm
97. numb	My mouth is numb after my dental visit.	numb
98. conscience	Her conscience told her not to go.	conscience
99. walking	They are walking five miles tomorrow.	walking
100. guilty	Are you feeling guilty for what you did?	guilty
101. break, brake	Did you break the brake pedal?	
102. piece peace	They accepted only a piece of the peace plan.	
103. disappear	They disappear when work is assigned.	disappear
104. transfer	The child had to transfer to another school.	transfer
105. auditorium	The students gathered in the auditorium.	auditorium
106. sympathy	She had great sympathy for her loss.	sympathy

Contractions

**Silent Letters
Homonyms**

**Greek and
Latin Prefixes
Greek and
Latin Bases**

Student Pages

- ✓ **Spelling Lessons**
- ✓ **Spelling Tips**



Lesson #1 Short Vowels

Spelling Focus

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

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

SPELLING WORDS

1. blast
2. stretch
3. glitter
4. shock
5. rusty
6. spread
7. cracker
8. cranberry
9. crust
10. ridge
11. strong
12. clip
13. monster
14. fumble
15. meant
16. clutch
17. locker
18. chest
19. class
20. click

/ă/

/ĕ/

/ĭ/

/ŏ/

/ŭ/

SPELLING TIPS

Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

Lesson #2 Long Vowel *a*

Spelling Focus

The long vowel *a* sound (/ā/) sound can be spelled as “a,” “_ay,” “ei,” “ai,” and “a_e.” Each long vowel sound has different spellings.

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

SPELLING WORDS

1. stray
2. angle
3. later
4. freight
5. paid
6. neighbor
7. crayon
8. strain
9. eight
10. fable
11. plane
12. explain
13. nation
14. delay
15. ladle
16. stage
17. spade
18. gray
19. braid
20. weight

a

_ay

ei

ai

a_e

SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.

Lesson #3 Long Vowel e

Spelling Focus

The long vowel *e* sound /ē/ can be spelled as “e,” “_ee,” “ea,” “_y,” “[c]ei,” and “i_e.” Each long vowel sound has different spellings.

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

SPELLING WORDS

1. before
2. street
3. speech
4. predict
5. lonely
6. conceited
7. cemented
8. machine
9. country
10. leaves
11. submarine
12. conceive
13. green
14. magazine
15. detour
16. reach
17. wheel
18. ceiling
19. holy
20. appear

e

_ee

ea

_y

cei

i_e

Lesson #4 Long Vowel *i*

Spelling Focus

The long vowel *i* sound (/ī/) sound can be spelled as “i,” “_ie,” “_igh,” “_y,” and “_ie.” Each long vowel sound has different spellings.

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

SPELLING WORDS

1. science
2. might
3. untie
4. white
5. reply
6. climb
7. myself
8. pie
9. higher
10. prize
11. lies
12. fight
13. terrify
14. Friday
15. necktie
16. slice
17. thigh
18. drive
19. supply
20. diet

i

_ie

_igh

_y

i_e

SPELLING TIPS

Why is an *i* a long *e* /ē/ sound?

When an *i* is just before a suffix that starts with a vowel. For example, *Indian*.

Lesson #5 Long Vowel o

Spelling Focus

The long vowel *o* sound (/ō/) sound can be spelled as “o,” “ow,” “_oe,” “oa_,” and “o_e.” Each long vowel sound has different spellings.

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

SPELLING WORDS

1. cola
2. doe
3. grown
4. clothes
5. float
6. also
7. boasting
8. mistletoe
9. alone
10. bowling
11. close
12. sodas
13. roamed
14. goes
15. glowed
16. foam
17. yogurt
18. stones
19. snowing
20. toes

o

ow

_oe

oa_

o_e

SPELLING TIPS

Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

Lesson #6 Long Vowel *u*

Spelling Focus

The long vowel *u* sound (/ū/) sound can be spelled as “u,” “_ue,” “_ew,” and “u_e.” Each long vowel sound has different spellings.

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

SPELLING WORDS

1. music
2. fumes
3. fewer
4. fuel
5. jewel
6. useful
7. human
8. ewes
9. nephew
10. argue
11. view
12. perfume
13. truth
14. value
15. huge
16. cue
17. cucumber
18. immune
19. continue
20. puny

u

_ue

_ew

u_e

Lesson #7 Consonant-Final e

Spelling Focus

The final “e” (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The consonant-final e spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel u “u_e” and long /oo/ as in *rooster*.

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

SPELLING WORDS

1. cube
2. choke
3. route
4. playtime
5. cute
6. shake
7. centipede
8. dine
9. fame
10. homesick
11. supreme
12. while
13. parachute
14. careful
15. interfere
16. mule
17. completely
18. lonely
19. gate
20. flute

a_e

e_e

i_e

o_e

Long Vowel u “u_e”

Long /oo/ as in *rooster*
“u_e”

Lesson #8 *r*-controlled Vowels *ar, ir, ur*

Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows.

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

SPELLING WORDS

1. thirst
2. actor
3. charming
4. turning
5. birthday
6. rainstorm
7. partner
8. church
9. perfect
10. twirl
11. market
12. porch
13. alert
14. burning
15. giraffe
16. certain
17. burned
18. clerk
19. carve
20. original

ar

ur

ir

SPELLING TIPS

The *r* controls the preceding vowel sound and makes the vowel sound different than the short or long /a/, /i/, or /u/ sounds.

Lesson #9 *r*-controlled Vowels *our*

Spelling Focus

When serving as the only suffix to a word, spell “our.” When combined with other suffixes, including an “our” suffix, spell “or.”

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

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

_or with suffixes

SPELLING TIPS

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

American English spells /or/ as “or” (without the *u*).

Lesson #10 *r*-controlled Vowels *re*

Spelling Focus

If the *er* sound ends a base and comes from the Latin or French, it is spelled “re.” The “e” is not a suffix. Words indicating measurement are Latin-based and their bases end in “re.”

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

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. eagre

re

re words of
measurement

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SPELLING TIPS

Canadian English
and British English
spell /er/ suffixes as
“er,” “ir,” or “ur.”

Lesson #11 /aw/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.”

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

SPELLING WORDS

1. crawl
2. caught
3. almost
4. talking
5. small
6. awkward
7. false
8. mall
9. hauling
10. yawning
11. softball
12. total
13. pause
14. alter
15. taught
16. hawk
17. fall
18. sauce
19. dawn
20. hallway

aw

au

al

all

Lesson #12 Long /oo/ and Short /oo/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.”

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

SPELLING WORDS

1. altitude
2. duty
3. smooth
4. wooden
5. sugar
6. clue
7. super
8. shoot
9. overdue
10. butcher
11. shook
12. toolbox
13. stew
14. rumor
15. roof
16. glued
17. dune
18. newest
19. Neptune
20. dew

oo as in *rooster*

u as in *rooster*

_ue as in *rooster*

u_e as in *rooster*

_ew as in *rooster*

oo as in *woodpecker*

u as in *woodpecker*

Lesson #13 /oi/ and /ow/

Spelling Focus

Vowel diphthongs make two sounds for the vowel combination. The /oi/ as in *oil* vowel diphthongs are “oi” and “_oy.” The /ow/ as in *cow* vowel diphthongs are “_ow” and “ou_.”

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

SPELLING WORDS

1. crowd
2. noise
3. annoy
4. couch
5. moist
6. amount
7. employ
8. fowl
9. poison
10. cloud
11. soy
12. choice
13. joyful
14. mouth
15. drown
16. hound
17. howl
18. broil
19. towel
20. destroy

oi_

_oy

_oy

ou_

Lesson #14 Consonant Digraphs

Spelling Focus

Consonant digraphs are two consonants that make only one sound. The common consonant digraphs are “wh,” “th,” “ph,” “sh,” and “ch.”

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

SPELLING WORDS

1. month
2. whirl
3. bush
4. wrench
5. graph
6. much
7. wheat
8. shame
9. phonics
10. smooth
11. when
12. change
13. pushing
14. thicker
15. telephone
16. shriek
17. what
18. photos
19. these
20. checker

wh

th

ph

sh

ch

SPELLING TIPS

What is a consonant blend (or cluster)?

A consonant blend is a team of two or three consonants, each with a different sound.

Lesson #15 y /y/, /ē/, /ī/

Spelling Focus

At the beginning of a syllable, the “y” has a hard /y/ sound as in *yak*. At the end of an unaccented syllable, the “y” has the /ē/ sound as in *baby* and *slowly*. At the end of an accented syllable, the “y” has the /ī/ sound as in *flying*. When following an /ā/ or an /ē/, the “y” is silent.

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

SPELLING WORDS

1. deny
2. quality
3. yellow
4. betray
5. usually
6. ceremony
7. cycles
8. today
9. slowly
10. young
11. party
12. spying
13. yourself
14. survey
15. orally
16. yak
17. attorney
18. generally
19. myself
20. happy

Hard y Sound /ē/

 ly

/ī/

Silent y

SPELLING TIPS

a, e, i, o, and u and sometimes y. Why?

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

Lesson #16 Heart Words

Spelling Focus

Heart Words are words with a part which does not follow the regular sound-spelling. Compare the irregular sound-spellings to words with similar sound-spellings and learn these parts by heart.

Directions: Underline the parts to learn by heart in each of these Heart Words.

SPELLING WORDS

1. through
2. whole
3. against
4. guess
5. answer
6. straight
7. bought
8. cough
9. beautiful
10. nothing
11. where
12. friend
13. thought
14. heart
15. people
16. mother
17. whose
18. island
19. height
20. muscle

through	whole
against	guess
answer	straight
bought	cough
beautiful	nothing
where	friend
thought	heart
people	mother
whose	island
height	muscle

Lesson #17 Schwa

Spelling Focus

The schwa is the most common vowel sound in English. It can be spelled with all of the vowel letters. The syllable with the schwa sound must be connected to another syllable with an accented vowel. The schwa is known as a weak vowel, because it is almost always unaccented. The most common schwa sound has a sound similar to the short /u/.

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

SPELLING WORDS

1. comma
2. person
3. denim
4. obtain
5. alive
6. specific
7. offend
8. pencil
9. evil
10. capital
11. happily
12. kitten
13. provide
14. concern
15. problem
16. usual
17. manager
18. system
19. cavity
20. effect

a

e

i

o

Lesson #18 Consonant-“le”

Spelling Focus

When “le” follows a consonant, it has a schwa sound ending in the /l/ sound. The syllable with the consonant-“le” must be connected to another syllable with an accented vowel. After a short vowel, the consonant is doubled before adding the “le.”

Directions: Write another word for each spelling word which includes the same suffix.

SPELLING WORDS

1. handle
2. trickled
3. humble
4. single
5. rifle
6. measles
7. oracle
8. cattlemen
9. purple
10. fizzled
11. hassle
12. paddled
13. unbuckled
14. dribble
15. circle
16. sample
17. dangled
18. stifle
19. puzzled
20. settlement

_ble

cle

_ckle

_dle

_fle

gle

_ple

sle

_tle

zle

Lesson #19 Hard and Soft c Sounds

Spelling Focus

The “c” followed by an “a,” “o,” or “u” has a hard sound as in *cabin*. The “c” followed by an “e,” “i,” or “y” has a soft sound as in *city*.

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

SPELLING WORDS

1. concerned
2. custom
3. casting
4. century
5. citizen
6. fancy
7. cities
8. current
9. calendar
10. bicycle
11. exception
12. courage
13. spicy
14. category
15. cupcakes
16. common
17. cedar
18. catalog
19. cider
20. colon

ca

co

cu

ce

ci

cy

Lesson #20 Hard and Soft g Sounds

Spelling Focus

The “g” followed by an letters “a,” “o,” or “u” has a hard sound as in *goose*. The “g” followed by an “e,” “i,” or “y” has a soft sound as in *germs*.

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

SPELLING WORDS

1. gasoline
2. gone
3. genius
4. gums
5. guns
6. golf
7. legal
8. gecko
9. gust
10. apology
11. gotten
12. gentle
13. gallop
14. gymnast
15. elegant
16. energy
17. goblin
18. gesture
19. gutter
20. soggy

ga

go

gu

ge

gy

SPELLING TIPS

What sound does “gi” make?

The “gi” can be a hard /g/ as in *girl* or a soft /j/ as in *ginger*.

Lesson #21 *i* before *e*

Spelling Focus

The /ī/ and /ē/ sounds can be spelled as “_ie” or “_ei.” The /ā/ can be spelled as “ei.”

Directions: Sort the spelling word pairs into the group that best matches the accent shift.

SPELLING WORDS

1. receive
2. neighbor
3. believe
4. weird
5. height
6. perceive
7. weigh
8. chief
9. either
10. forfeit
11. conceit
12. sleigh
13. receipt
14. caffeine
15. friend
16. eight
17. viewpoint
18. their
19. deceive
20. piece

ie

ei

ei sounding
like /ā/

Exceptions

Lesson #22 Consonant Doubling

Spelling Focus

When adding a suffix to a base (the key meaning of a word) which ends in a consonant, double the consonant before the suffix if all three of these apply: 1. The base is accented 2. The base ends in a vowel then a consonant 3. The suffix begins with a vowel.

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

SPELLING WORDS

1. funny
2. consonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. conference
12. beginning
13. bookend
14. bumper
15. comical
16. abandon
17. fictional
18. pickup
19. darkness
20. dripping

Double the Consonant

No Vowel-Consonant at End of Base

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

Lesson #23 Plurals Ending in “s” and “es”

Spelling Focus

Most nouns form plurals by adding an “s” to the end of the word. If there is a noun with a consonant sound then an ending “o” or “y,” add “es” onto the end to form the plural.

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

SPELLING WORDS

1. computers
2. valleys
3. delays
4. blankets
5. patios
6. keys
7. pencils
8. heroes
9. radios
10. zeroes
11. videos
12. stereos
13. replays
14. turkeys
15. goes
16. schools
17. sofas
18. zoos
19. shoes
20. echoes

Just Add an “s”

(Base Doesn’t End in *o* or *y*)

Base Ending in Vowel

before *o*

Base Ending in Vowel before *y*

Base Ending in Consonant before *o*

Lesson #24 Plurals Ending in /x/, /ch/, /sh/, /f/, /s/, /z/

Spelling Focus

To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add “es” to the end of the noun. To form a plural after a noun ending in /f/, change the “f” to “v” and add “es.”

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

SPELLING WORDS

1. wives
2. boxes
3. lunches
4. bushes
5. shelves
6. branches
7. buzzes
8. mixes
9. wishes
10. losses
11. wolves
12. foxes
13. lashes
14. riches
15. marshes
16. taxes
17. crosses
18. arches
19. fuzzes
20. calves

Base Ending in /x/

Base Ending in /ch/

_____	_____
_____	_____
_____	_____
_____	_____

Base Ending in /sh/

Base Ending in /f/

_____	_____
_____	_____
_____	_____
_____	_____

Base Ending in /s/

Base Ending in /z/

_____	_____
_____	_____

Lesson #25 Irregular Plurals

Spelling Focus

Some plurals do not follow the plural Focuss. Irregular plurals include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

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

SPELLING WORDS

1. beliefs
2. kilos
3. deer
4. children
5. mementos
6. cuffs
7. sheep
8. women
9. people
10. chefs
11. teeth
12. armadillos
13. quail
14. cliffs
15. Eskimos
16. fish
17. moose
18. kudos
19. roofs
20. mice

“_fs,” Not “_ves”

Consonant before “os”

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vowel Changes from Singular to Plural

Same Singular and Plural Form

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson #26 Contractions: not, is, have, are, am

Spelling Focus

Contractions are shortened forms of a word or words in which a letter or letters is replaced with an apostrophe. Common words that form contractions are *not*, *is*, *have*, *are*, and *am*.

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

SPELLING WORDS

1. I'm
2. isn't
3. I've
4. it's
5. you're
6. aren't
7. that's
8. you've
9. we're
10. there's
11. hasn't
12. they're
13. we've
14. what's
15. haven't
16. they've
17. who's
18. don't
19. could've
20. wouldn't

not

is

have

are

am



Lesson #27 Silent Letters: “mb,” “kn,” “sc,” “lk,” “u”

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

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

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folklore
19. gauge
20. known

mb

kn

sc

lk

u

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

Lesson #28 Homonyms

Spelling Focus

Homonyms are words that sound the same (known as *homophones*) or are spelled the same (known as *homographs*).

Directions: Sort each of the homonyms into the group that best matches how the two words are spelled differently.

SPELLING WORDS

1. wood/would
2. metal/medal
3. break/brake
4. accept/except
5. throne/thrown
6. waist/waste
7. affective/effective
8. bare/bear
9. advice/advise
10. hear/here
11. access/excess
12. beat/beet
13. right/write
14. piece/peace
15. holy/wholly
16. affect/effect
17. immigrate/emigrate
18. scent/cent/sent
19. to/top/tyo
20. there/their/they're

Vowel Difference

Consonant Difference

Prefix Difference



Lesson #29 Most Common Greek and Latin Prefixes

Spelling Focus

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

Directions: Write another word for each spelling word which includes the same prefix.

SPELLING WORDS

1. **repeat**
2. **disappear**
3. **enable**
4. **nonfiction**
5. **improvise**
6. **oversleep**
7. **mislead**
8. **substitute**
9. **preview**
10. **interact**
11. **foreword**
12. **depart**
13. **transfer**
14. **supernatural**
15. **hemisphere**
16. **antidote**
17. **middle**
18. **understand**
19. **outperform**
20. **coexist**

WORDS WITH THE SAME PREFIXES

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

Lesson #30 Common Greek and Latin Bases

Spelling Focus

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

Directions: Write another word for each spelling word which includes the same base.

SPELLING WORDS

1. **auditorium**
2. **astrology**
3. **biology**
4. **predict**
5. **thermometer**
6. **minimum**
7. **transmit**
8. **mission**
9. **pedal**
10. **telephone**
11. **import**
12. **scripture**
13. **inspect**
14. **instruct**
15. **logical**
16. **sympathy**
17. **imposition**
18. **geography**
19. **conduct**
20. **refer**

WORDS WITH THE SAME BASES

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

Administer part or all of the Diagnostic Spelling Assessment test items. Each test item corresponds to a targeted spelling pattern worksheet. The test items are grouped by spelling patterns to simplify posttest correction and analysis.

Assessment Formats, Preparation, and Administration

Choose the Diagnostic Spelling Assessment format which best suits your needs, and administer test items #s 1–64.

1. Paper and Audio File: Students take the test on binder paper. Reference the spelling pattern numbers and grouping, and model how to number the spelling words on the board.

Teacher plays the 22:32 “slow (normal) version” Diagnostic Spelling Assessment audio file for grades 3, 4, and 5 students or the 17:26 “quick version” Diagnostic Spelling Assessment audio file for grades 6, 7 and 8 students.

Diagnostic Spelling Assessment 21:12 “Slow (Normal) Version” [audio file](#)
Diagnostic Spelling Assessment 18:53 “Quick Version” [audio file](#)

Should the teacher choose to dictate the spelling words, the audio files include these assessment directions:

“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.”

2. Google Forms and Sheets: Teacher shares either the Diagnostic Spelling Assessment Google Form with the 22:32 “slow version” for grades 3, 4, and 5 students or the form with the “quick version” for grades 6, 7 and 8 students.

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 “quick version” audio also helps students avoid the temptation of cheating.

[Diagnostic Spelling Assessment Google Form 21:12 “Slow \(Normal\) Version” audio file](#)
[Diagnostic Spelling Assessment Google Form 18:53 “Quick Version” audio file](#)

Correction

Grade the paper 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.

or

Upload students' Google Forms to the [Diagnostic Spelling Assessment Mastery Matrix Google Sheets](#).



Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Short Vowels					Consonant-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 <i>oo</i> as in <i>rooster</i>	_se z as in <i>ease</i>	_le l as in <i>tion</i>	_ve v as in <i>vulture</i>	i_e Long <i>e</i>	sh	ch and _tch	th	wh	ph
Totals																				

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
Totals																					

Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings as in the word:	Long /oo/ rooster				Short /oo/ woodpecker		/ow/ cow		/oi/ koi		/aw/ hawk			
Worksheet #s	42	43	44	45	46	47	48	49	50	51	52	53	54	55
Teacher														
Class														
Student Names	oo	_ue	u	_ew	oo	_u	_ow	ou_	oi_	oy	aw	au	al	all
Totals														

NOTES

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Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the kindergarten–third 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 64 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 Short *i* 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 64 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.

Step by Step Directions to Individualize Spelling Instruction

1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes (/). Tell them that they have already mastered those spelling patterns.
2. When a student has completed the **FOCUS**, **SORT** and **JUMBLE** sections, the student uses the “Spelling Pattern Worksheet Answers” binder to self-correct and self-edit in a colored pencil or pen. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that we often learn from our mistakes, especially when we identify and correct them.
3. Next, the student completes the **RHYME (or SEARCH)** and **WRITE** sections and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
4. If the student has self-corrected and self-edited the **SORT** and **JUMBLE** sections and "passed" the **RHYME (or SEARCH)** and **WRITE** formative assessments, change the slash (/) into an “**X**” for mastery on the appropriate box on the matrix and record an A on the student’s worksheet. Convert the A to points, if you use a point system for grading.
5. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the worksheet or formative assessment and return for re-correction.

Helpful Hints

- Mastery criteria on the **RHYME (or SEARCH)** and **WRITE** formative assessments are decided by the teacher. If the student misses none or one of these formative assessments, and the rest are correct, the student has certainly mastered the spelling pattern. Make sure to ignore irrelevant errors, such as grammar or usage mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the spelling sorts and jumbles and still master the spelling pattern if the student has self-corrected and self-edited and the criteria have been met on the formative assessments.
- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an “**X**” for mastery on the appropriate box on the matrix.
- Set an expectation as to how many Spelling Pattern Worksheets must be completed per week.

Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds

1. u
2. o
3. i
4. e
5. a
6. ea

Consonant-Final *e*

7. Long *i* Sound *i_e*
8. a_e
9. u_e
10. o_e
11. u_e
12. _se
13. _le
14. _ve
15. Long *e* *i_e*

Consonant Digraph Sounds

16. sh
17. ch and _tch
18. th
19. wh_
20. ph

Long *a* Sound Vowels

21. a
22. _ay
23. ai_
24. ei

Long *e* Sound Vowels

25. e
26. _ee
27. [c]ei
28. _y
29. ea
30. Vowel

Long *i* Sound Vowels

31. i
32. _igh
33. _y
34. _ie

Long *o* Sound Vowels

35. o
36. _oe
37. oa_
38. ow

Long *u* Sound Vowels

39. u
40. _ew
41. _ue

oo Sound as in *rooster*

42. oo
43. _ue
44. u
45. _ew

oo Sound as in *woodpecker*

46. oo
47. _u_

ow Sound as in *cow*

48. _ow
49. ou_

oi Sound

50. oi_
51. _oy

aw Sound Vowels

52. aw
53. au
54. al
55. an

r-controlled Vowels

56. ur
57. er
58. ir
59. ar
60. or

Hard/Soft *c* and *g* Sounds

61. Hard *c*
62. Soft *c*
63. Hard *g*
64. Soft *g*

Spelling Pattern Worksheet #1

Short *u* Sound “u”

FOCUS The short *u* sound heard in *umbrella bird* can be spelled “u” as in *lunch*.

SORT Write each word in the correct column.

clutch touch dune stuff rumour luck
mutant brunch skunk music rust pleasure

Short *u* Sound “u” Spellings

Other “u” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the short *u* “u” spelling found in each jumbled word.

usckt _____ ncurhc _____

tsydu _____ tnpuemnihs* _____

*Bonus

RHYME Write a rhyme with the short *u* “u” spelling for each of these words.

truck _____ trunk _____

judge _____ bluff _____

WRITE Compose a sentence using three of your own short *u* “u” spelling words.

Spelling Pattern Worksheet #2

Short *o* Sound “o”

FOCUS The short *o* sound heard in *otter* can be spelled “o” as in *box*.

SORT Write each word in the correct column.

tough shock pots tonight boat onto
locker route loop hope monster tossed

Short *o* Sound “o” Spellings

Other “o” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the short *o* “o” spelling found in each jumbled word.

stoc _____ lckoc _____

lonbd _____ glsbbreoni* _____

*Bonus

RHYME Write a rhyme with the short *o* “o” spelling for each of these words.

stop _____ lost _____

knock _____ mob _____

WRITE Compose a sentence using three of your own short *o* “o” spelling words.

Spelling Pattern Worksheet #3

Short *i* Sound “i”

FOCUS The short *i* sound heard in *iguana* can be spelled “i” as in *itch*.

SORT Write each word in the correct column.

ridge	finite	tight	slipping	click	media
glitter	kind	lie	kick	machine	stitch

Short *i* “i” Spellings

Other “i” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the short *i* “i” spelling found in each jumbled word.

tcpih _____ diger _____

dhidne _____ cnobimantio* _____

*Bonus

RHYME Write a rhyme with the short *i* “i” spelling for each of these words.

bridge _____ lick _____

slid _____ clip _____

WRITE Compose a sentence using three of your own short *i* “i” spelling words.

Spelling Pattern Worksheet #4

Short *e* Sound “e”

FOCUS The short *e* sound heard in *elephant* can be spelled “e” as in *get*.

SORT Write each word in the correct column.

error best stretch perceive credit meat
kettle neighbor beg greet met beside

Short *e* “e” Spellings

Other “e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the short *e* “e” spelling found in each jumbled word.

cekd _____ ttrebe _____

stceh _____ artsnrwoe* _____

*Bonus

RHYME Write a rhyme with the short *e* “e” spelling for each of these words.

check _____ red _____

let _____ peg _____

WRITE Compose a sentence using three of your own short *e* “e” spelling words.

Spelling Pattern Worksheet #5

Short *a* Sound “a”

FOCUS The short *a* sound heard in *anteater* can be spelled “a” as in *fast*.

SORT Write each word in the correct column.

again blast bank class cranberry brad
match article aid cheetah break cracker

Short *a* “a” Spellings

Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the short *a* “a” spelling found in each jumbled word.

ntsad _____ slta _____

ckrcare _____ gdrnoutlebat* _____

*Bonus

RHYME Write a rhyme with the short *a* “a” spelling for each of these words.

stack _____ pad _____

sat _____ band _____

WRITE Compose a sentence using three of your own short *a* “a” spelling words.

Spelling Pattern Worksheet #6

Short e Sound “ea”

FOCUS The short *e* sound heard in *elephant* can be spelled “ea” as in *bread*.

SORT Write each word in the correct column.

really	early	ready	pear	beautiful	pleasant
spread	measure	speak	meant	dead	bead

Short e “ea” Spellings

Other “ea” Spellings

SEARCH In a book find four words with short *e* “ea” spellings 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 short *e* “ea” spelling found in each jumbled word.

dhxae _____ sadteni _____

drtea _____ asbrtkfea* _____

*Bonus

WRITE Compose a sentence using three of your own short *e* “ea” spelling words.

Spelling Pattern Worksheet #7

Long *i* Sound “i_e”

FOCUS The long *i* sound heard in *ibex* can be spelled “i_e” as in *kite*.

SORT Write each word in the correct column.

despite provide tambourine preside profile lime
automobile submarine machine police lifetime beige

Long *i* “i_e” Spellings

Other “i_e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *i* “i_e” spelling found in each jumbled word.

tise _____ intefiin _____

nispe _____ linnudere* _____

*Bonus

RHYME Write a rhyme with the long *i* “i_e” spelling for each of these words.

fine _____ pride _____

bite _____ size _____

WRITE Compose a sentence using three of your own long *i* “i_e” spelling words.

Spelling Pattern Worksheet #8

Long *a* Sound “a_e”

FOCUS The long *a* sound heard in *ape* can be spelled “a_e” as in *cake*.

SORT Write each word in the correct column.

pane	are	table	valley	sadder	stale
named	giraffe	state	basketball	badde	cape

Long *a* “a_e” Spellings

Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *a* “a_e” spelling found in each jumbled word.

ctrae _____ kmae _____

fesa _____ eespkae* _____

*Bonus

RHYME Write a rhyme with the long *a* “a_e” spelling for each of these words.

stake _____ plate _____

page _____ case _____

WRITE Compose a sentence using three of your own long *a* “a_e” spelling words.

Spelling Pattern Worksheet #9

Long *u* Sound “u_e”

FOCUS The long *u* sound heard in *mule* can be spelled “u_e” as in *cube*.

SORT Write each word in the correct column.

compute mule rude attitude dune ridicule
dude rebuke commune altitude tuna confuse

Long *u* “u_e” Spellings

Other “u_e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *u* “u_e” spelling found in each jumbled word.

tuec _____ buterit _____

utme _____ centmuo* _____

*Bonus

SEARCH In a book find four words with long *u* “u_e” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own long *u* “u_e” spelling words.

Spelling Pattern Worksheet #10

Long o Sound “o_e”

FOCUS The long o sound heard in *okapi* can be spelled “o_e” as in *rope*.

SORT Write each word in the correct column.

close	alone	groan	stones	explode	soap
those	though	stow	loaned	home	crows

Long o “o_e” Spellings

Other “o” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long o “o_e” spelling found in each jumbled word.

polse _____	kehoc _____
nobe _____	senolmeo* _____

RHYME Write a rhyme with the long o “o_e” spelling for each of these words.

hope _____	phone _____
broke _____	mole _____

*Bonus

WRITE Compose a sentence using three of your own long o “o_e” spelling words.

Spelling Pattern Worksheet #11

oo Sound “u_e”

FOCUS The oo sound heard in *rooster* can be spelled “u_e” as in *rude*.

SORT Write each word in the correct column.

computers mules dude parachute prune rude
brute tribute cucumber ridicule altitude computer

Long oo “u_e” Spellings

Other “u_e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the oo “u_e” spelling found in each jumbled word.

elru _____ teun _____

elrfu _____ dtttieau* _____

*Bonus

SEARCH In a book find four words with oo “u_e” 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 oo “u_e” spelling words.

Spelling Pattern Worksheet #12

z Sound “_se”

FOCUS The z sound heard in *zebra* can be spelled “_se” as in *hose*.

SORT Write each word in the correct column.

those posies dose used goose please
rose lose loose toes close case

Long z “_se” Spellings

Other “s” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the z sound “_se” spelling found in each jumbled word.

shoec _____ veadis _____

ccause _____ seadies* _____

*Bonus

RHYME Write a rhyme with the z sound “_se” spelling for each of these words.

pose _____ fuse _____

wise _____ ease _____

WRITE Compose a sentence using three of your own z sound “_se” spelling words.

Spelling Pattern Worksheet #13

l Sound “_le”

FOCUS The *l* sound heard in *lion* can be spelled “_le” as in *shuffle*.

SORT Write each word in the correct column.

gargle	angel	raffle	mantle	stable	ladle
label	camel	carousel	mantel	funnel	popsicle

l Sound “_le” Spellings

Other “l” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *l* sound “_le” spelling found in each jumbled word.

blea _____ clorae _____

ddflie _____ tttsmleene* _____

*Bonus

RHYME Write a rhyme with the *l* sound “_le” spelling for each of these words.

muffle _____ trouble _____

gable _____ huddle _____

WRITE Compose a sentence using three of your own *l* sound “_le” spelling words.

Spelling Pattern Worksheet #14

v Sound “_ve”

FOCUS The v sound heard in *vulture* can be spelled “_ve” as in *move*.

SORT Write each word in the correct column.

Venus invest prevent leaves prove strive
bravery velvet festive convert clove revolve

v Sound “_ve” Spellings

Other “v” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the v sound “_ve” spelling found in each jumbled word.

vahc _____ vomde _____

vitemo _____ ceviere* _____

*Bonus

RHYME Write a rhyme with the v sound “_ve” spelling for each of these words.

hive _____ shove _____

rave _____ retrieve _____

WRITE Compose a sentence using three of your own v sound “_ve” spelling words.

Spelling Pattern Worksheet #15

e Sound “i_e”

FOCUS The long *e* sound heard in *eagle* can be spelled “i_e” as in *magazine*.

SORT Write each word in the correct column.

marine line site automobile seize machine
tambourine prestige perspire lime vaccine shine

Long *e* “i_e” Spellings

Other “i_e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *e* “i_e” spelling found in each jumbled word.

iopce _____ stpregie _____
rilatne _____ rinsbumea* _____

*Bonus

SEARCH In a book find four words with long *e* “i_e” 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 long *e* “i_e” spelling words.

_____.

Spelling Pattern Worksheet #16

sh Sound “sh”

FOCUS The *sh* sound heard in *sheep* can be spelled “sh” as in *shop*.

SORT Write each word in the correct column.

shark such nation shift mission chart
crash gosh musician dashboard pushed mansion

sh Sound “sh” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *sh* sound “sh” spelling found in each jumbled word.

ruhsc _____ sapslh _____

shfle _____ erfshnmai* _____

*Bonus

RHYME Write a rhyme with the *sh* sound “sh” spelling for each of these words.

bush _____ trash _____

dish _____ mush _____

WRITE Compose a sentence using three of your own *sh* sound “sh” spelling words.

Spelling Pattern Worksheet #17

ch Sound “ch” and “_tch”

FOCUS The *ch* sound heard in *cheetah* can be spelled “ch” as in *chart*.

SORT Write each word in the correct column.

shut	magician	lunch	basic	march	catch
fetch	scent	ridge	reach	chase	marsh

ch Sound “ch” and “_tch” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *ch* sound “ch” spelling found in each jumbled word.

nchbra _____ ctchru _____

ouhcc _____ chmpranet* _____

*Bonus

RHYME Write a rhyme with the *ch* sound “ch” spelling for each of these words.

each _____ ranch _____

hatch _____ stitch _____

WRITE Compose a sentence using three of your own *ch* sound “ch” spelling words.

Spelling Pattern Worksheet #18

th Sound “th”

FOCUS The *th* sound heard in *python* can be spelled “th” as in *thank*.

SORT Write each word in the correct column.

monthly tent thinking taught thought what
whir smooth stunt bathroom nothing phone

th Sound “th” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *th* sound and “th” spelling found in each jumbled word.

ihtw _____ seeth _____

thsmo _____ timacsmahte* _____

*Bonus

SEARCH In a book find four words with *th* sound “th” 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 *th* sound “th” spelling words.

_____.

Spelling Pattern Worksheet #19

hw Sound “wh_”

FOCUS The *hw* sound heard in *whale* can be spelled “wh_” as in *wheel*.

SORT Write each word in the correct column.

wish want watch wheat where wham
whew wrench whirlwind would whichever winter

hw Sound “wh_” Spellings

Other “w” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *hw* sound “wh_” spelling found in each jumbled word.

twaha _____ henw _____

neiwh _____ nwameihel* _____

*Bonus

SEARCH In a book find four words with *hw* sound “wh_” 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 *hw* sound “wh_” spelling words.

Spelling Pattern Worksheet #20

f Sound “ph”

FOCUS The *f* sound heard in *fox* can be spelled “ph” as in *phone*.

SORT Write each word in the correct column.

phrase punch path phantom sipping phase
philosophy panther pinch pouch graphic morph

f “ph” Spellings

Other “p” Spellings

JUMBLE Write the word with the *f* sound “ph” spelling found in each jumbled word.

pgrah _____ ncsipoh _____
noyph _____ umphtri* _____

*Bonus

SEARCH In a book find four words with *f* sound “ph” 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 *f* sound “ph” spelling words.

Spelling Pattern Worksheet #21

Long *a* Sound “a”

FOCUS The long *a* sound heard in *ape* can be spelled “a” as in *able*.

SORT Write each word in the correct column.

fable	weigh	pale	nation	playful	nature
rain	cable	baby	caught	mane	repeat

Long *a* “a” Spellings

Other “a” Spellings

JUMBLE Write the word with the long *a* “a” spelling found in each jumbled word.

tstea _____ tnanio _____

bleats _____ gneetare* _____

*Bonus

SEARCH In a book find four words with long *a* “a” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____

_____ p. ____

WRITE Compose a sentence using three of your own long *a* “a” spelling words.

Spelling Pattern Worksheet #22

Long *a* Sound “_ay”

FOCUS The long *a* sound heard in *ape* can be spelled “_ay” as in *may*.

SORT Write each word in the correct column.

plays train stray money delay daily
monkey prayer rainy betray justify clay

Long *a* “_ay” Spellings

Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *a* “_ay” spelling found in each jumbled word.

ysta _____ leayd _____

yrga _____ raysnigt* _____

*Bonus

SEARCH In a book find four words with long *a* “_ay” 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 long *a* “_ay” spelling words.

_____.

Spelling Pattern Worksheet #23

Long *a* Sound “ai_”

FOCUS The long *a* sound heard in *ape* can be spelled “ai_” as in *rain*.

SORT Write each word in the correct column.

stay	mainly	eight	straight	hair	braid
explain	late	reign	basic	saying	chair

Long *a* “ai_” Spellings

Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *a* “ai_” spelling found in each jumbled word.

dirba _____ iltar _____

maigni _____ romstnair* _____

*Bonus

RHYME Write a rhyme with the long *a* “ai_” spelling for each of these words.

strain _____ aid _____

fail _____ air _____

WRITE Compose a sentence using three of your own long *a* “ai_” spelling words.

Spelling Pattern Worksheet #24

Long *a* Sound “ei”

FOCUS The long *a* sound heard in *ape* can be spelled “ei” as in *eight*.

SORT Write each word in the correct column.

freight receive conceive sleigh rein weigh
their believed retrieve receipt heir perceive

Long *a* “ei” Spellings

Other “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *a* “ei” spelling found in each jumbled word.

geibe _____ eign _____
ghytei _____ ogrbhenis* _____

*Bonus

SEARCH In a book find four words with long *a* “ei” 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 long *a* “ei” spelling words.

_____.

Spelling Pattern Worksheet #25

Long e Sound “e”

FOCUS The long e sound heard in *eagle* can be spelled “e” as in *me*.

SORT Write each word in the correct column.

cedar early ready detail revise leading
reach measure fever meant predict beside

Long e “e” Spellings

Other “e” Spellings

JUMBLE Write the word with the long e “e” spelling found in each jumbled word.

sbedie _____ ghtldei _____

vrewie _____ tedmecen* _____

*Bonus

SEARCH In a book find four words with long e “e” 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 long e “e” spelling words.

Spelling Pattern Worksheet #26

Long *e* Sound “_ee”

FOCUS The long *e* sound heard in *eagle* can be spelled “_ee” as in *bee*.

SORT Write each word in the correct column.

indeed	speech	steady	green	piece	death
treat	greet	beaten	earth	three	queen

Long *e* “ee” Spellings

Other “ee” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *e* “_ee” spelling found in each jumbled word.

feeb _____ elryef _____

ekse _____ freere* _____

*Bonus

RHYME Write a rhyme with the long *e* “_ee” spelling for each of these words.

need _____ fee _____

reef _____ peek _____

WRITE Compose a sentence using three of your own long *e* “_ee” spelling words.

Spelling Pattern Worksheet #27

Long e Sound “[c]ei”

FOCUS The long e sound heard in *eagle* can be spelled “[c]ei” as in *ceiling*.

SORT Write each word in the correct column.

deceive weigh conceive reins receipt weigh
perceive receiving theirs neighbour beige conceit

Long e “[c]ei” Spellings

Other “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long e “[c]ei” spelling found in each jumbled word.

teicde _____ cvngiede _____

ceireve _____ ptirece* _____

*Bonus

SEARCH In a book find four words with long e “[c]ei” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own long e “[c]ei” spelling words.

Spelling Pattern Worksheet #28

Long e Sound “_y”

FOCUS The long e sound heard in *eagle* can be spelled “_y” as in *baby*.

SORT Write each word in the correct column.

bicycles	early	ready	sly	beauty	fairy
cyclone	country	horrify	untying	berry	goodbye

Long e “_y” Spellings

Other “y” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long e “_y” spelling found in each jumbled word.

ytud _____ tgyimh _____

daly _____ pylletcmoe* _____

*Bonus

RHYME Write a rhyme with the long e “_y” spelling for each of these words.

righty _____ glory _____

runny _____ smelly _____

WRITE Compose a sentence using three of your own long e “_y” spelling words.

Spelling Pattern Worksheet #29

Long e Sound “ea”

FOCUS The long *e* sound heard in *eagle* can be spelled “ea” as in *bean*.

SORT Write each word in the correct column.

really early heavy leaves beautiful leading
reach pleasure speak feather wear treat

Long e “ea” Spellings

Other “ea” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *e* “ea” spelling found in each jumbled word.

etma _____ nlcea _____

reaydr _____ lpaedes* _____

*Bonus

RHYME Write a rhyme with the long *e* “ea” spelling for each of these words.

mean _____ treat _____

flea _____ plead _____

WRITE Compose a sentence using three of your own long *e* “ea” spelling words.

Spelling Pattern Worksheet #30

Long e Sound i-Vowel

FOCUS The long e sound heard in *eagle* can be spelled “i-vowel” as in *radio*.

SORT Write each word in the correct column.

panic trio idiot spike period audio
middle rifle lighter pediatrician trial remedial

Long e “i-vowel” Spellings

Other “i” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long e “i-vowel” spelling found in each jumbled word.

diame _____ iumdem _____
ntielen _____ viarti* _____

*Bonus

SEARCH In a book find four words with long e “i-vowel” 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 long e “i-vowel” spelling words.

_____.

Spelling Pattern Worksheet #31

Long *i* Sound “i”

FOCUS The long *i* sound heard in *ibex* can be spelled “i” as in *bicycle*.

SORT Write each word in the correct column.

biography tighter nearby triangle tries bicycle
white list license bison sighing cider

Long *i* “i” Spellings

Other “i” Spellings

JUMBLE Write the word with the long *i* “i” spelling found in each jumbled word.

ratepi _____ cyirtcle _____

leBbi _____ ntelis* _____

*Bonus

SEARCH In a book find four words with long *i* “i” 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 long *i* “i” spelling words.

Spelling Pattern Worksheet #32

Long *i* Sound “_igh”

FOCUS The long *i* sound heard in *ibex* can be spelled “_igh” as in *high*.

SORT Write each word in the correct column.

might	rise	untied	lighter	signal	high
higher	brighten	tiger	weigh	lied	slightly

Long *i* “_igh” Spellings

Other “i” Spellings

JUMBLE Write the word with the long *i* “_igh” spelling found in each jumbled word.

ghtsi _____ ghtbri _____

reghih _____ uldefightl* _____

*Bonus

SEARCH In a book find four words with long *i* “_igh” 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 long *i* “_igh” spelling words.

Spelling Pattern Worksheet #33

Long *i* Sound “_y”

FOCUS The long *i* sound heard in *ibex* can be spelled “_y” as in *my*.

SORT Write each word in the correct column.

terrify identify reply mystic supply monkey
baby maybe skinny slowly trying myself

Long *i* “_y” Spellings

Other “y” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *i* “_y” spelling found in each jumbled word.

iycgrn _____ noecyle _____

tsujfiy _____ flemys* _____

*Bonus

SEARCH In a book find four words with long *i* “_y” 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 long *i* “_y” spelling words.

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

FOCUS The long *i* sound heard in *ibex* can be spelled “_ie” as in *lie*.

SORT Write each word in the correct column.

marine untie fries died believe conceive
pies copied tried science piece puppies

Long *i* “_ie” Spellings

Other “ie” Spellings

JUMBLE Write the word with the long *i* “_ie” spelling found in each jumbled word.

iedd _____ tdie _____
srice _____ detriun* _____

*Bonus

SEARCH In a book find four words with long *i* “_ie” 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 long *i* “_ie” spelling words.

Spelling Pattern Worksheet #35

Long o Sound "o"

FOCUS The long o sound heard in *okapi* can be spelled "o" as in *go*.

SORT Write each word in the correct column.

goat coin going sober boost also
colon soy touch soda lowly Roman

Long o "o" Spellings

Other "o" Spellings

JUMBLE Write the word with the long o "o" spelling found in each jumbled word.

neaco _____ sloa _____

tniolo _____ sytiboe* _____

*Bonus

SEARCH In a book find four words with long o "o" 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 long o "o" spelling words.

Spelling Pattern Worksheet #36

Long o Sound “_oe”

FOCUS The long o sound heard in *okapi* can be spelled “_oe” as in *toe*.

SORT Write each word in the correct column.

does oboe mole gone potatoes lonely
mistletoe done poetic stereo foes tomatoes

Long o “_oe” Spellings

Other “o” Spellings

JUMBLE Write the word with the long o “_oe” spelling found in each jumbled word.

eots _____ opems _____

gsoe _____ lufwoe* _____

*Bonus

SEARCH In a book find four words with long o “_oe” 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 long o “_oe” spelling words.

Spelling Pattern Worksheet #37

Long o Sound “oa_”

FOCUS The long o sound heard in *okapi* can be spelled “oa_” as in *boat*.

SORT Write each word in the correct column.

vetoed loaves toaster foamy hour row
moisture stool store coated soap oatmeal

Long o “oa_” Spellings

Other “o” Spellings

RHYME Write a rhyme with the long o “oa_” spelling for each of these words.

coat _____ roast _____

goad _____ cloak _____

JUMBLE Write the word with the long o “oa_” spelling found in each jumbled word.

ostac _____ blsatoai _____

tgoas _____ otcptoa* _____

*Bonus

WRITE Compose a sentence using three of your own long o “oa_” spelling words.

Spelling Pattern Worksheet #38

Long o Sound "ow"

FOCUS The long o sound heard in *okapi* can be spelled "ow" as in *own*.

SORT Write each word in the correct column.

known scowl grow crowd bowling cowboy
lowly crown snowed frown gloving chowder

Long o "ow" Spellings

Other "ow" Spellings

JUMBLE Write the word with the long o "ow" spelling found in each jumbled word.

wngro _____ nwigto _____

oedwts _____ bteowi* _____

*Bonus

SEARCH In a book find four words with long o "ow" 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 long o "ow" spelling words.

Spelling Pattern Worksheet #39

Long *u* Sound “u”

FOCUS The long *u* sound heard in *mule* can be spelled “u” as in *music*.

SORT Write each word in the correct column.

mutant humid tough duet cubicle commuting
bugle mustard rusty true duty cucumber

Long *u* “u” Spellings

Other “u” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *u* “u” spelling found in each jumbled word.

nupy _____ tnebua _____
ccbui _____ scaniimu* _____

*Bonus

SEARCH In a book find four words with long *u* “u” 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 long *u* “u” spelling words.

_____.

Spelling Pattern Worksheet #40

Long *u* Sound “_ew”

FOCUS The long *u* sound heard in *mule* can be spelled “_ew” as in *few*.

SORT Write each word in the correct column.

ewes	mew	cue	hew	cashew	fewer
sewing	feud	knew	pewter	chevy	view

Long *u* “_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *u* “_ew” spelling found in each jumbled word.

stwefe _____	pehnwef _____
rfewcu _____	eljewre* _____

*Bonus

SEARCH In a book find four words with long *u* “_ew” 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 long *u* “_ew” spelling words.

Spelling Pattern Worksheet #41

Long *u* Sound “_ue”

FOCUS The long *u* sound heard in *mule* can be spelled “_ue” as in *cue*.

SORT Write each word in the correct column.

fuel	sue	blue	statue	glues	miscue
continue	issue	duets	clue	value	due

Long *u* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the long *u* “_ue” spelling found in each jumbled word.

graue _____ nuevea _____

lvaue _____ bbcraee* _____

*Bonus

SEARCH In a book find four words with long *u* “_ue” 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 long *u* “_ue” spelling words.

_____.

Spelling Pattern Worksheet #42

oo Sound as in *rooster* “oo”

FOCUS The *oo* sound heard in *rooster* can be spelled “oo” as in *tool*.

SORT Write each word in the correct column.

brook	stood	foolish	looked	footstool	zoom
roots	woolen	hooked	tooth	smooth	mistook

oo Sound as in *rooster* “oo” Spellings

Other “oo” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “oo” spelling found in each jumbled word.

fdoo _____ nfospolu _____

toob _____ ccroaons* _____

*Bonus

RHYME Write a rhyme with the *oo* sound as in *rooster* “oo” spelling for each of these words.

hoot _____ drool _____

groom _____ moose _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “oo” spelling words.

Spelling Pattern Worksheet #43

oo Sound as in *rooster* “_ue”

FOCUS The *oo* sound heard in *rooster* can be spelled “_ue” as in *glue*.

SORT Write each word in the correct column.

duel	continued	clue	valued	glue	dues
sued	issue	statue	avenue	argued	guess

oo Sound as in *rooster* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “_ue” spelling found in each jumbled word.

rtue _____ edglu _____

ldues _____ ntrueu* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_ue” 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 *oo* sound as in *rooster* “_ue” spelling words.

Spelling Pattern Worksheet #44

oo Sound as in *rooster* “u”

FOCUS The *oo* sound heard in *rooster* can be spelled “u” as in *duty*.

SORT Write each word in the correct column.

cushion	butcher	spun	Pluto	beautiful	fueling
truly	duties	prudent	super	tuning	sugar

oo Sound as in *rooster* “u” Spellings

Other “u” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “_u” spelling found in each jumbled word.

rrmou _____ dstueth _____

tonfu _____ cyenflu* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_u” 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 *oo* sound as in *rooster* “_u” spelling words.

Spelling Pattern Worksheet #45

oo Sound as in *rooster* “_ew”

FOCUS The *oo* sound heard in *rooster* can be spelled “_ew” as in *new*.

SORT Write each word in the correct column.

preview sew knew threw flew jewels
blew fewer chewing pew dew curfew

oo Sound as in *rooster* “_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *rooster* “_ew” spelling found in each jumbled word.

wdre _____ crecrkosw _____

tews _____ obwnren* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *rooster* “_ew” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *rooster* “_ew” spelling words.

Spelling Pattern Worksheet #46

oo Sound as in *woodpecker* “oo”

FOCUS The *oo* sound heard in *woodpecker* can be spelled “oo” as in *good*.

SORT Write each word in the correct column.

booked	hooks	loosely	brook	zookeeper	crooked
cartoon	rooster	food	wool	zoomed	understood

oo Sound as in *woodpecker* “oo”
Spellings

Other “oo” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *woodpecker* “oo” spelling found in each jumbled word.

oodst _____ nogoick _____

oohd _____ froer* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *woodpecker* “oo” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____

_____ p. _____

WRITE Compose a sentence using three of your own *oo* sound as in *woodpecker* “oo” spelling words.

Spelling Pattern Worksheet #47

oo Sound as in *woodpecker* “_u_”

FOCUS The *oo* sound heard in *woodpecker* can be spelled “_u_” as in *put*.

SORT Write each word in the correct column.

cushion	octopus	pushpin	trucker	dust	russycat
butcher	museum	judicial	sugar	sunshine	cube

oo Sound “_u_” as in *woodpecker*
Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oo* sound as in *woodpecker* “_u_” spelling found in each jumbled word.

suph _____	ddngpui _____
nptui _____	esbshruo* _____

*Bonus

SEARCH In a book find four words with *oo* sound as in *woodpecker* “_u_” 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 *oo* sound as in *woodpecker* “_u_” spelling words.

Spelling Pattern Worksheet #48

ow Sound as in *cow* “_ow”

FOCUS The *ow* sound heard in *cow* can be spelled “_ow” as in *now*.

SORT Write each word in the correct column.

brown slowly bowling clown eyebrow snowder
owner snowstorm stowed plow shown crowned

ow as in *cow* “_ow” Spellings

Other “_ow” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *ow* as in *cow* “_ow” spelling found in each jumbled word.

wnto _____ vowel _____

dowry _____ syobcow* _____

*Bonus

SEARCH In a book find four words with *ow* sound as in *cow* “ow” 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 *ow* as in *cow* “_ow” spelling words.

Spelling Pattern Worksheet #49

ow Sound as in *cow* “ou_”

FOCUS The *ow* sound heard in *cow* can be spelled “ou_” as in *out*.

SORT Write each word in the correct column.

loud	rougher	dough	cough	growl	house
couch	cloudy	bought	down	mouth	shouted

ow as in *cow* “ou_” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *ow* as in *cow* “_ow” spelling found in each jumbled word.

supsoe _____ btdou _____

rndgou _____ levsurose* _____

*Bonus

RHYME Write a rhyme with the *ow* as in *cow* “ou_” spelling for each of these words.

pout _____ round _____

mouse _____ sour _____

WRITE Compose a sentence using three of your own *ow* as in *cow* “_ow” spelling words.

Spelling Pattern Worksheet #50

oi Sound “oi_”

FOCUS The *oi* sound heard in *koi* can be spelled “oi_” as in *coin*.

SORT Write each word in the correct column.

oil joining noisy point fooling boy
radio joyfully fellows going spoiled poison

oi Sound “oi_” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oi* sound “oi_” spelling found in each jumbled word.

lioc _____ simot _____
ilfo _____ ivaodde* _____

*Bonus

SEARCH In a book find four words with *oi* sound as in *koi* “oi_” 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 *oi* sound “oi_” spelling words.

Spelling Pattern Worksheet #51

oi Sound “_oy”

FOCUS The *oi* sound heard in *koi* can be spelled “_oy” as in *toy*.

SORT Write each word in the correct column.

toys sow choose boil oyster toy
enjoy boycott coal annoy oboe noise

oi Sound “_oy” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *oi* sound “_oy” spelling found in each jumbled word.

yojlf _____ plemoy _____
yibohs _____ gniyortsed* _____

*Bonus

SEARCH In a book find four words with *oi* sound as in *koi* “_oy” 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 *oi* sound “_oy” spelling words.

Spelling Pattern Worksheet #52

aw Sound "aw"

FOCUS The *aw* sound heard in *hawk* can be spelled "aw" as in *saw*.

SORT Write each word in the correct column.

laugh awkward drawing although above crawl
straw also caught yawned master sprawl

aw Sound "aw" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *aw* sound "aw" spelling found in each jumbled word.

wsla _____ rwlad _____

wpan _____ bwjanoe* _____

*Bonus

RHYME Write a rhyme with the *aw* sound "aw" spelling for each of these words.

claw _____ law _____

bawl _____ fawn _____

WRITE Compose a sentence using three of your own *aw* sound "aw" spelling words.

Spelling Pattern Worksheet #53

aw Sound "au"

FOCUS The *aw* sound heard in *hawk* can be spelled "au" as in *fault*.

SORT Write each word in the correct column.

brawl almost paused naughty sauce awesome
haunted mortal away available cause launched

aw Sound "au" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *aw* sound "au" spelling found in each jumbled word.

hagttu _____ miurotaudi _____

ugcaht _____ neidcaue* _____

*Bonus

SEARCH In a book find four words with *aw* sound "au" 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 *aw* sound "au" spelling words.

Spelling Pattern Worksheet #54

aw Sound "al"

FOCUS The *aw* sound heard in *hawk* can be spelled "al" as in *also*.

SORT Write each word in the correct column.

dental actual mall already awful fawn
funeral hauling fall festival daughter disposal

aw Sound "al" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *aw* sound "al" spelling found in each jumbled word.

mastlo _____ lafse _____

malron _____ mmtlroai* _____

*Bonus

SEARCH In a book find four words with *aw* sound "al" 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 *aw* sound "al" spelling words.

Spelling Pattern Worksheet #55

aw Sound "all"

FOCUS The *aw* sound heard in *hawk* can be spelled "all" as in *ball*.

SORT Write each word in the correct column.

chalk small half calm fallen crawl
snowfall haul tall called caught mall

aw Sound "all" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *aw* sound "all" spelling found in each jumbled word.

llaw _____ seblaba _____

llsta _____ wayllah* _____

*Bonus

SEARCH In a book find four words with *aw* sound "all" 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 *aw* sound "all" spelling words.

Spelling Pattern Worksheet #56

r-controlled “ur”

FOCUS The *er* sound heard in *ermine* can be spelled “ur” as in *fur*.

SORT Write each word in the correct column.

burn charcoal surfing stork burst curls
perspire church thirst certainly churned squirm

er Sound “ur” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *r*-controlled “ur” spelling found in each jumbled word.

rdremu _____ runtngi _____

fsru _____ lurehr* _____

*Bonus

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

urn _____ furl _____

spurt _____ curse _____

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

Spelling Pattern Worksheet #57

r-controlled “er”

FOCUS The *er* sound heard in *ermine* can be spelled “er” as in *her*.

SORT Write each word in the correct column.

perfect	curtain	fern	hurled	jerky	clerk
thirty	sharp	bored	charming	germ	alert

er Sound “er” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rnest _____ eerswte _____

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 #58

r-controlled “ir”

FOCUS The *er* sound heard in *ermine* can be spelled “ir” as in *bird*. If the *er* sound ends a base and comes from the Latin or French, it is spelled “re.” The “re” is not a suffix.

SORT Write each word in the correct column.

spurt	centre	stern	shirt	squirt	theatre
chartre	dirty	thirsty	twirl	germs	whirl

er Sound “ir” Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *r*-controlled “ir” or “re” spelling found in each jumbled word.

tisr _____ rmuisq _____

itler _____ pingrihc* _____

*Bonus

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

_____.

Spelling Pattern Worksheet #59

r-controlled “ar”

FOCUS The *ar* sound heard in *armadillo* can be spelled “ar” as in *chart*.

SORT Write each word in the correct column.

farmer early hard stormy yards herself
partner herbs large curling sharp firmly

ar Sound “ar” Spellings

Other *r*-controlled Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the *r*-controlled “ar” spelling found in each jumbled word.

rmcha _____ ttsaring _____

hrksa _____ harccloa* _____

*Bonus

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

star _____ arm _____

lard _____ art _____

WRITE Compose a sentence using three of your own *r*-controlled “ar” 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 on its own, the *or* sound is spelled “our.”

SORT Write each word in the correct column.

burn sport fir pork runner corn
stormy alerted porches shortest backyard furled

or Sound “or” Spellings

Other *r*-controlled Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rtyfo _____ nrago _____

roboul _____ 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 Pattern Worksheet #61

Hard *c* Sound “c[a,o,u]”, “k[e,i]”, “_ck”, “_c”

FOCUS The hard *c* sound heard in *kangaroo* can be spelled “ca” as in *cat*, “ce” as in *comb*, “cu” as in *cut*, “ke” as in *ketchup*, “ki” as in *kit*, “_ck” as in *kick*, and “_c” as in *basic*.

SORT Write each word in the correct column.

custom	lacy	cinnamon	cedar	capital	cent
kitchen	snorkel	cider	panic	check	cyclone

Hard *c* Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the hard *c* spelling found in each jumbled word.

ctahc _____	ccbreamu _____
nnekel _____	mcktaech* _____

*Bonus

SEARCH In a book find four words with the hard *c* 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 two of your own hard *c* spelling words.

Spelling Pattern Worksheet #62

Soft *c* Sound “s” and “c[e,i,y]”

FOCUS The *s* sound heard in *seagull* can be spelled “s” as in *see*, “ce” as in *receive*, “ci” as in *city*, and “cy” as in *tricycle*.

SORT Write each word in the correct column.

customer maniac ceiling cyber checkers catch
sense messy basin please spicy cucumber

Soft *c* Spellings

Other “s” and “c” Spellings

JUMBLE Write the word with the soft *c* spelling found in each jumbled word.

nect _____ ycfna _____

trcius _____ cmntngeei* _____

*Bonus

SEARCH In a book find four words with the soft *c* 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 two of your own soft *c* spelling words.

Spelling Pattern Worksheet #63

Hard g Sound “g[a,o,u]”

FOCUS The hard *g* sound heard in *goose* can be spelled “ga” as in *gas*, “go” as in *got*, and “gu” as in *gun*.

SORT Write each word in the correct column.

gag	germ	goggles	gutter	gian	gym
gallon	seagull	range	budget	genetic	gong

Hard g Spellings

Other “g” Spellings

JUMBLE Write the word with the hard *g* spelling found in each jumbled word.

gtues	_____	noge	_____
ggleru	_____	solgneia*	_____

*Bonus

SEARCH In a book find four words with the hard *g* 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 two of your own hard *g* spelling words.

Spelling Pattern Worksheet #64

Soft g Sound “j”, “g[e,i,y]”, “_dge”

FOCUS The *j* sound heard in *jackrabbit* can be spelled “j” as in *jump*, “g” as in *gel*, “gi” as in *ginger*, “gy” as in *biology*, “dge” as in *badge*.

SORT Write each word in the correct column.

gallery	gentleman	ridge	gutter	ginger	goose
mangy	gone	jellybean	target	gassed	page

Soft g Spellings

Other “j” and “g” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

JUMBLE Write the word with the soft g spelling found in each jumbled word.

megs _____ negrela _____

anitg _____ nasgymium* _____

*Bonus

SEARCH In a book find four words with the soft g 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 two of your own soft g spelling words.

Spelling Pattern Worksheet Answers

Spelling Sort #1

clutch touch
stuff dune
luck rumour
brunch mutant
skunk music
rusty pleasure

Jumble #1

stuck dusty
crunch punishment

Spelling Sort #2

shock tough
pots tonight
onto boat
locker route
monster loop
tossed hope

Jumble #2

cost blond
clock slobbering

Spelling Sort #3

ridge finite
slipping tight
click media
glitter kind
kick lie
stitch machine

Jumble #3

pitch hidden
ridge combination

Spelling Sort #4

best error
stretch perceive
credit meat
kettle neighbor
beg greet
met beside

Jumble #4

deck better
chest narrowest

Spelling Sort #5

blast again
class bank
cranberry article
brad aid
match cheetah
cracker break

Jumble #5

stand last
cracker battleground

Spelling Sort #6

ready really
pleasant early
spread pear
measure beautiful
meant speak
deaf bead

Jumble #6

death instead
tread breakfast

Spelling Sort #7

despite tambourine
provide automobile
preside submarine
profile machine
lime police
lifetime beige

Jumble #7

site infinite
spine underline

Spelling Sort #8

pane are
table alley
stale sadder
named giraffe
state basketball
cape badge

Jumble #8

crate make
safe keepsake

Spelling Sort #9

compute rude
mule attitude
ridicule dune
rebuke dude
commune attitude
confuse tune

Jumble #9

cute tribute
mute commute

Spelling Sort #10

close goat
alone soap
stones though
explode stov
those loaned
home crows

Jumble #10

slope choke
bone lonesome

Spelling Sort #11

dude computers
parachute mules
prune tribute
crude cucumber
brute ridicule
altitude computer

Jumble #11

rule tune
flute altitude

Spelling Sort #12

those posies
used dose
please goose
rose loose
lose toes
closed case

Jumble #12

chose advise
accuse disease

Spelling Pattern Worksheet Answers

Spelling Sort #13

gargle angel
raffle label
mantle camel
stable carousel
ladle mantel
popsicle funnel

Jumble #13

able oracle
fiddle settlement

Spelling Sort #14

leaves Venus
prove invest
strive prevent
bravery velvet
festive convert
clove revolve

Jumble #14

have moved
motive receive

Spelling Sort #15

marine line
automobile site
machine seize
prestige perspire
tambourine lime
vaccine shine

Jumble #15

police prestige
latrine submarine

Spelling Sort #16

shark such
shift nation
crash mission
gosh chart
dashboard musician
pushed mansion

Jumble #16

crush splash
flesh fisherman

Spelling Sort #17

lunch shut
march magician
ditch basic
fetch scent
reach ridge
chase marsh

Jumble #17

branch crutch
couch parchment

Spelling Sort #18

monthly tent
thinking taught
thought what
smooth whir
bathtub stunt
nothing phone

Jumble #18

with these
moths mathematics

Spelling Sort #19

wheat wish
where want
wham watch
whew wrench
whirlwind would
whichever winter

Jumble #19

what when
whine meanwhile

Spelling Sort #20

phrase purch
phantom path
phase sipping
philosophy panther
grammar pinch
morph pouch

Jumble #20

graph phonics
phony triumph

Spelling Sort #21

fable weigh
nation pale
nature playful
cable rain
baby caught
maple repeat

Jumble #21

taste nation
stable teenager

Spelling Sort #22

plays train
stray money
delay daily
prayer monkey
betray rainy
clay justify

Jumble #22

stay delay
gra straying

Spelling Sort #23

mainly stay
straight eight
hair late
braid reign
explain basic
chair saying

Jumble #23

braid trail
aiming rainstorm

Spelling Sort #24

freight receive
sleigh conceive
rein believed
neigh retrieve
their receipt
heir perceive

Jumble #24

beige reign
eighty neighbors

Spelling Pattern Worksheet Answers

Spelling Sort #25

cedar early
detail ready
revise reading
fever reach
predict measure
beside meant

Jumble #25

beside delight
review cemented

Spelling Sort #28

early bicycles
ready sly
beauty cyclone
fairly horrify
country untying
berry goodbye

Jumble #28

duty mighty
lady completely

Spelling Sort #31

biography tighter
triangle nearby
tricycle tries
license white
bison list
cider sighing

Jumble #31

pirate tricycle
Bible silent

Spelling Sort #34

untie marjie
fries believe
died conceive
pies copied
tried piece
science puppies

Jumble #34

died tied
cries untried

Spelling Sort #26

indeed steady
speech piece
green death
greet treat
three beaten
queen earth

Jumble #26

beef freely
seek referee

Spelling Sort #29

really early
leaves heavy
reading beautiful
reach pleasure
speak feather
treat wear

Jumble #29

meat clean
dreary pleased

Spelling Sort #32

might rise
lighter untied
thigh signal
higher tiger
brighter weigh
slightly lied

Jumble #32

sight bright
higher delightful

Spelling Sort #35

going goat
sober coin
also boost
colon soy
soda touch
Roman lowly

Jumble #35

ocean also
lotion obesity

Spelling Sort #27

deceive weigh
conceive reins
receipt sleigh
perceive theirs
receiving neighbour
conceit brige

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #30

trio panic
idiot spike
period middle
audio rifle
pediatrician lighter
remedial trial

Jumble #30

media medium
lenient trivia

Spelling Sort #33

terrify mystic
identify monkey
reply baby
supply maybe
trying skinny
myself slowly

Jumble #33

crying cyclone
justify myself

Spelling Sort #36

does gone
oboe mole
potatoes lonely
mistletoe done
foes poetic
tomatoes stereos

Jumble #36

toes poems
goes woeful

Spelling Pattern Worksheet Answers

Spelling Sort #37

loaves vetoed
toaster hour
foamy crow
coated moisture
soap stool
oatmeal store

Jumble #37

coast sailboat
goats topcoat

Spelling Sort #40

ewes cue
mew cashew
hew sewing
fewer feud
pewter knew
view chew

Jumble #40

fewest nephew
curfew jeweler

Spelling Sort #43

duel continued
clue valued
glue issue
dues statue
sued argued
avenue guess

Jumble #43

true glued
duels untrue

Spelling Sort #46

booked loosely
hooks zookeeper
brook cartoon
crooked rooster
wool food
understood zoomed

Jumble #46

stood cooking
hood roofer

Spelling Sort #38

known scowl
grow crowd
bowling cowboy
lowly crown
snowed frown
glowing chowder

Jumble #38

grown towing
stowed bowtie

Spelling Sort #41

fuel sue
statue blue
miscue glues
continue duets
issue clue
value due

Jumble #41

argue avenue
value barbecue

Spelling Sort #44

Pluto cushion
truly butcher
duties spun
prudent beautiful
super fueling
tuffic sugar

Jumble #44

runner student
futon fluency

Spelling Sort #47

cushion trucker
octopus dust
pushpin museum
pussycat judicial
butcher sunshine
sugar cube

Jumble #47

push pudding
input rosebush

Spelling Sort #39

mutant tough
humid duet
cubicle mustard
commuting rusty
bugle true
cucumber duty

Jumble #39

puny butane
cubic musician

Spelling Sort #42

foolish brook
footstool stood
zoom looked
roots woolen
tooth hooked
smooth mistook

Jumble #42

food spoonful
boot raccoons

Spelling Sort #45

knew preview
threw sew
flew jewels
blew fewer
chewing pew
dew curfew

Jumble #45

drew corkscrew
stew newborn

Spelling Sort #48

brown slowly
clown bowling
eyebrow owner
chowder stowed
plow snowstorm
crowned shown

Jumble #48

town vowel
rowdy cowboys

Spelling Pattern Worksheet Answers

Spelling Sort #49

loud rougher
house dough
couch cough
cloudy growl
mouth bought
shouted down

Jumble #49

spouse doubt
ground ourselves

Spelling Sort #50

oil fooling
joining soy
noisy radio
point joyfully
spoiled fellows
poison going

Jumble #50

coil moist
foil avoided

Spelling Sort #51

toys sow
oyster choose
coy boil
enjoy coal
boycott oboes
annoy noise

Jumble #51

joyful employ
boyish destroying

Spelling Sort #52

awkward laugh
drawing although
crawl above
straw also
yawned caught
sprawl master

Jumble #52

laws drawl
pawn jawbone

Spelling Sort #53

paused brawl
naughty almost
sauce awesome
haunted mortal
cause away
launched available

Jumble #53

taught auditorium
caught audience

Spelling Sort #54

dental mall
actual awful
ahead fawn
funeral hauling
festival fall
disposal daughter

Jumble #54

almost false
normal immortal

Spelling Sort #55

small chalk
fallen half
snowfall calm
tall crawl
called haul
mall caught

Jumble #55

wall baseball
stall hallway

Spelling Sort #56

burn charcoal
surfing cork
burst perspire
curls thirst
churn certainly
churned squirm

Jumble #56

murder turning
surf hurler

Spelling Sort #57

perfect curtain
fern hurled
jerky thirty
clerk sharp
germ bored
alert charming

Jumble #57

stern sweeter
herself feathers

Spelling Sort #58

shirt spurt
squirt centre
dirty stern
thirsty theatre
twirl chartre
whirl germs

Jumble #58

stir squirm
litre chirping

Spelling Sort #59

farmer early
hard stormy
yards herself
partner herbs
large curling
sharp firmly

Jumble #59

charm starting
shark charcoal

Spelling Sort #60

sport neighbour
harbour fir
corn runner
stormy alerted
porches backyard
shortest furred

Jumble #60

forty organ
labour borders

Spelling Pattern Worksheet Answers

Spelling Sort #61

custom lacy
capital cinnamon
kitchen cedar
snorkel cent
panic cider
check cyclone

Jumble #61

catch cucumber
kennel checkmate

Spelling Sort #64

gentleman gallery
ridge gutter
ginger goose
mangy gone
jellybean target
page gassed

Jumble #64

gems general
giant gymnasium

Spelling Sort #62

ceiling customer
cyber maniac
sense checkers
messy catch
basin please
spicy cucumber

Jumble #62

cent fancy
citrus cementing

Spelling Sort #63

gag germ
goggles giant
gutter gym
gallon range
seagull budget
gong genetic

Jumble #63

guest gone
gurgle gasoline



Spelling Resources Appendix

Personal Sound Walls

Spelling is primarily an auditory skill—the sounds in words are represented by letters or combinations of letters. Proper speech articulation improves spelling accuracy. These sound walls include sounds, mouth positions for speech articulation, speech articulation songs, and common spellings.

How to Study Spelling Words

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

Spelling Proofreading Strategies

Students learn how to proofread their own writing for spelling errors.

Supplemental Word Lists

The following word lists are appropriate to supplement the weekly personal spelling list:

- The **Heart Words Assessment** features words with one or more non-phonetic parts.
- The **Academic Words List** provides grade-level Tier 2 generalizable vocabulary words.
- The **450 Most Frequently Used Words** includes the words most frequently found in basal reading series and student writing.
- 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 Spelling Rules and Songs

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

Play these games to review before the summative assessments and when time permits.

Personal Sound Walls

For students who struggle with making the phoneme (speech sound) to grapheme (spelling) connection, sound walls can be essential tools.

What's preventing students from learning this connection? Often, it's inaccurate or inconsistent recognition and production of the speech sounds. After all, **if you can't say 'em, you can't read 'em and you certainly can't spell 'em.**

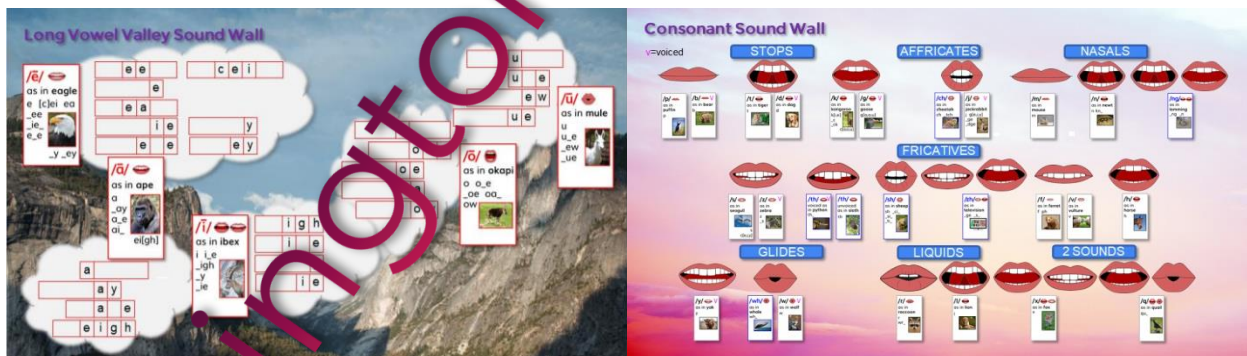
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

Teachers may choose to display the sound walls to rehearse speech articulation when introducing each spelling lesson, or teachers may wish to print and laminate the personal sound walls for students to write their own spelling examples, using fine tip dry erase markers.

These YouTube Animal Chants provide catchy speech articulation songs to explain proper mouth formation and sound articulation, and they introduce each of the components of the Animal Sound-Spelling Cards.

Vowels: <https://www.youtube.com/watch?v=TCUEpVcTJ5o&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=9> 10:55

Consonants: https://www.youtube.com/watch?v=zypqiz_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14 15:30



Vowel Valley Sound Wall

The diagram illustrates the 'Vowel Valley Sound Wall' with various vowel sounds and their corresponding mouth positions. The sounds are arranged in a valley shape, with labels for mouth positions: Tight Smile, Short Schwa, Puckered Lips, Slightly Opened, Long Schwa, and Fully Opened. Each sound is accompanied by a mouth diagram and a card with the phonetic symbol and example words.

- Tight Smile:** /e/ (eagle, [c]ei, ea, _ee, _ie, e_e), /i/ (pig, _y)
- Short Schwa:** /ə/ (ape, _ay, a_e, ai_, eigh)
- Puckered Lips:** /u/ (mule, u, u_e, _ew, _ue), /oo/ (rooster, oo, _ue, _u, u_e, _ew, u, _eu), /oo/ (woodpecker, oo, _u_)
- Slightly Opened:** /e/ (gecko, e, _ea), /o/ (okapi, o, o_e, _oe, oo_, ow)
- Long Schwa:** /i/ (buffalo, u)
- Fully Opened:** /oi/ (koi, oi_, _oy), /a/ (bodger, a), /i/ (ibex, i, i_e, _igh, _y, _ie), /aw/ (hawk, aw, ough[t], ou, o[ɪ], o[ɪ]), /o/ (otter, o), /or/ (shark, or), /or/ (orca, or, ore)

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Visual Watermark

Short Vowel Valley Sound Wall

/ɪ/ 
 as in pig
 i
 _y



	i	
	i	
	i	
	y	

/ɛ/ 
 as in gecko
 e _ea



	e	
	e	
	e	a
	e	a

/ă/ 
 as in badger
 a





	a	
	a	
	a	
	a	

/ɒ/ 
 as in otter
 o



	o	
	o	
	o	
	o	

/ʊ/ 
 as in buffalo
 u



	u	
	u	
	u	
	u	

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Long Vowel Valley Sound Wall

/ē/

as in eagle

e [c]ei ea

_ee

ie

e_e



_y_ey

	e	e	
		e	
	e	a	
		i	e
	e		e

	c	e	i	
			y	
		e	y	

/ā/

as in ape

a

_ay

a_e

ai_



ei[gh]

/ī/

as in ibex

i i_e

_igh

_y

_ie



	i	g	h
	i		e
			y
		i	e

	u	
	u	e
		e w
	u	e

/ū/

as in mule

u

u_e

_ew

_ue



/ō/

as in okapi

o o_e

oe oa

ow



	o	
	o	e
	o	a
	o	w

a	
	a y
	a e
e	i g h

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Diphthong Valley Sound Wall

/oi/ 
 as in koi
 oi_ _oy


	o	i	
	o	i	
		o	y
		o	y

/ow/ 
 as in cow
 _ow
 ou_




		o	w	
		o	w	
		o	u	
		o	u	

		a	w		
	a	u	g	h	t
		a	u		
		a	l		
	a	l	l		

/aw/ 
 as in hawk
 aw au
 augh[t]
 a[l]
 a[l]


		o	o			e	w
			u	e		u	
		u	i			e	u
		u	e				

/oo/ 
 as in rooster
 oo _ue _ui
 u_e _ew u
 _eu


/oo/ 
 as in woodpecker
 oo
 u


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r-Controlled Vowel Valley Sound Wall

/er/ 
 as in ermine
 er
 ir
 ur




	e	r	
		i	r
	u	r	

/ar/ 
 as in shark
 ar



	a	r	
		a	r
	a	r	
	a	r	

/or/ 
 as in orca
 or
 ore



	o	r		
		o	r	e
	o	r		
	o	r		

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Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

NASALS



/p/ 
as in puffin
p


/b/ 
as in bear
b


/t/ 
as in tiger
t




/d/ 
as in dog
d


/k/ 
as in kangaroo
k[ɪ]e
_c
_ck


/g/ 
as in goose
g[ɑ,ɔ,u]


/ch/ 
as in cheetah
ch_tch


/j/ 
as in jackrabbit
j[ɔ]e
_g
_dge


/m/ 
as in mouse
m


/n/ 
as in newt
n kn_


/ng/ 
as in lemming
_ng_n


FRICATIVES



/s/ 
as in seagull

s
c[ɛ,i,y]

/z/ 
as in zebra
z_s


/th/ 
voiced as in python
th_


/th/ 
unvoiced as in sloth
th_


/sh/ 
as in sheep
sh_ci_
si
ti


/zh/ 
as in television
_ge_s_


/f/ 
as in ferret
f_ph


/v/ 
as in vulture
v_


/h/ 
as in horse
h_


GLIDES

LIQUIDS

2 SOUNDS



/y/ 
as in yak
y


/wh/ 
as in whale
wh_


/w/ 
as in wolf
w


/r/ 
as in raccoon
r
wr_


/l/ 
as in lion
l


/x/ 
as in fax
x


/q/ 
as in quail
qu_


Consonant Sound Wall Stops



v=voiced



/p/ 
 as in puffin
 p


/b/  **v**
 as in bear
 b


/t/ 
 as in tiger
 t


/d/  **v**
 as in dog
 d


/k/ 
 as in kangaroo
 k[i,e]
 _c
 _ck

 c[a,o,u]

/g/  **v**
 as in goose
 g[a,o,u]


p	
p	
	p
	p

b	
b	
	b
	b

t	
t	
	t
	t

d	
d	
	d
	d

k	i	
k	e	
	c	k
	c	k

g	a	
g	o	
g	u	
		g
		g

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Consonant Sound Wall Affricates

v=voiced



/ch/ 

as in
cheetah
ch _tch



/j/  **v**

as in
jackrabbit
j g[e,i,y]
_ge
_dge



c h

j

e n

j

c h

j


t c h

j


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Consonant Sound Wall Nasals



/m/ 

as in
mouse

m 



m	
m	
	m
	m

/n/ 


as in newt
n kn_



n	
k	n
	n
	n

/ng/  

as in
lemming
_ng _n

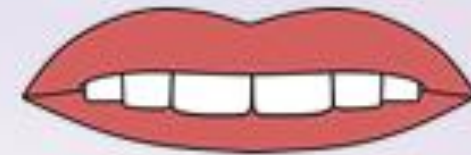


	n	g
	n	g
	n	
	n	

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Consonant Sound Wall Fricatives



v=voiced



/s/ 
 as in seagull

 s
 c[e,i,y]

s	
s	
	s
	s

/z/  v
 as in zebra

 z
 _s

z	
z	
	z
	s

/th/  v
 voiced as in python



 th_

t	h
t	h
t	h
t	h




/th/ 
 unvoiced as in sloth

 th



t	h
t	h
	t h
	t h

/sh/ 
 as in sheep

 sh _ci_
 si
 ti

s	h
s	h
	s h
	s h

/zh/  
 as in television

 _ge _s_

	s
	s i
	g e
	g e


/f/ 
 as in ferret

 f ph

f	
f	
	f
	p h

/v/ 
 as in vulture

 v

v	
v	
	v
	v

/h/ 
 as in horse

 h

h	
h	
	h
	h

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Consonant Sound Wall Glides




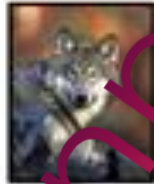
/y/  **v**
 as in yak
 y


y	
y	
	b y
	y i n g
	y s



/wh/ 
 as in
 whale
 wh_


w	h	
w	h	
w	h	
w	h	

/w/ 
 as in wolf
 w




w	
w	
w	
w	

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Consonant Sound Wall Liquids



/r/ 
as in
raccoon
r
wr_ 

/l/ 
as in lion
l 

r	
r	
r	
r	

l	
l	
	l
	l

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Consonant Sound Wall 2 Sounds



/x/ 
as in fox
x


	x
	x
	x

/q/ 
as in quail
qu_


q	u	
q	u	
q	u	

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How to Study Spelling Words

Several short study sessions work better than one long study session to memorize a list of spelling words. Reviewing the word list shortly before a test is also important. Complete your personal spelling list when it is assigned. Follow these steps to ensure your spelling study success.

1. Read the word out loud. Pay attention to each letter as you do because proper pronunciation is key to spelling. Also, saying things out helps us memorize.
2. Read the word out loud again, but this time read syllable by syllable. Pause between each word part. Many spelling words depend upon proper syllable division and accents, so breaking apart the word is important.
3. Look slightly up and left while you spell the word syllable by syllable out loud. Memory research indicates that the best memorizers look up and left as they practice memorization. Check your spelling. Re-spell the word if you make a mistake. For longer words, spell a syllable then check, spell the next syllable then check, etc.
4. Look at the word, then print the word syllable by syllable. Printing is better spelling practice than is cursive because the printed word is in a print font, not a cursive font. Don't print in capital letters, unless of course there is a capital in the word.
5. Correct the spellings of your written spelling words by comparing to the printed word list. Check each spelling from right to left—in other words... backwards. This works best because we often don't see our own spelling mistakes when we proofread the words from left to right.
6. Correctly print any misspelled words.
7. Have a parent, brother, sister or friend dictate the words to you. If you can't find a study partner, record your own dictation and take a practice spelling test. Spell each word out loud and have your study partner tell you if your spelling is correct. If the word was spelled incorrectly, have your study partner dictate the word once more and re-spell it.
8. Have your study partner dictate the words once more. Print each word as it is dictated. Upon completion of the dictation, check each spelling from right to left and re-write any incorrect spellings.

Spelling Proofreading Strategies

Follow these spelling proofreading strategies for editing your own stories and essays. Spelling researchers estimate that up to 50% of spelling errors can be self-corrected through effective proofreading. Try the practice exercises, then self-correct. The answers appear at the end of this lesson.

1. Proofread one paragraph at a time. Paragraphs are the writer's divisions of meaning. A new paragraph means a new topic or a new voice. Thus, the writer must deal with the old completely, before moving on to the new. Complete all of the following proofreading strategies before moving on to the next paragraph when reviewing a multi-paragraph story or essay.

Directions: Silently read the three paragraphs all the way through. Then, re-read one paragraph at a time, consciously looking for and marking errors with a slash (/). Most writers will find more errors when they focus on proofreading one paragraph at a time.

Practice

"Come look at what's going on, but hurry," I said. I was certain that her fears were exaggerated as usual. But, I obediently went outside into the darkness.

Amanda pointed up to the darkening sky and said, "This is very strange, indeed."

I found it hard to see except what I saw in that sky. The old familiar moon was partially covered by an eclipse and had turned blood red.

2. Read the paragraph out loud. Pronunciation informs spelling and will provide an auditory check with the writer's own oral language skills read for grammar, usage, and word choice.

Directions: Read the following silently at a normal reading pace. Then read it out loud. Most will find that pronunciation helps the reader identify the correct words from the spelling errors.

Practice

Wunz ah pawn ah tyem, dare wur deez tree leddel peegz zat lift en dah zaym playz. Eggsulee, day lift en dare owen homz en dah viludg. Wun uv deez howez s wuz mayd uv ster aw, uhnudder ov stah ix, weth dah vest wun billt owd uv ber ix.

Wun mornen de viludg wulf kaym dew balow dez peegz howz s downen. De furest wunz kaym downen eze, end de ber ik howz wud ant fahel. De dum wulf klhimd uhp awn de ruf ant juppd downen dah cha enne. Dah tree leddel peegz hadah boyleenk pahot uv wahder waytink en de fierplaz. Da wulf fel en de pahot ant de peegz ade im fer lahunj.

VN

Spelling Proofreading Strategies

3. Use a 3 x 5 card with one corner cut out in order to isolate individual words. Then, proofread the paragraph by reading it backwards with the card, isolating one word at a time. Proofreading by isolating words helps because we often “read through” spelling or word choice errors because we know what we mean to say and because we read for meaning, and don’t focus not on individual words.

Directions: Read the following silently at a normal reading pace. Then, read it out loud and backwards, using your finger to isolate each word. Most will find that isolation helps the reader identify spelling and word choice errors. The corrections appear at the end of this page.

Practice

Of course, you were probably more surprised than I to hear about the difficulties they were having.

Answers

“Come look at **what’s** going on, but hurry,” I said. I was **certain** that her fears were exaggerated, as usual. But, I obediently went outside **into** the darkness.

Amanda pointed up to the darkening sky and **said**, “This is very strange, indeed.”

I found it hard **to accept** what I saw in that sky. The the old **familiar** moon was partially covered by an eclipse and had turned blood **red**.

.....

Once upon a time, there were these three little pigs that lived in the same place. Actually, they lived in their own homes in the village. One of these houses was made of straw, another of sticks, with the best one built out of bricks.

One morning, the village wolf came to blow these pigs’ houses down. The first ones came down easy, but the brick house wouldn’t fall. The dumb wolf climbed up on the roof and jumped down the chimney. The three little pigs had a boiling pot of water waiting in the fireplace. The wolf fell in the pot and the pigs ate him for lunch.

The End

.....

Of course, you were **probably** more **surprised than** I to **hear** about the difficulties they were **having**.

Heart Words Spelling Assessment

The purpose of this whole class assessment is to determine which of the 108 high frequency heart words students can and cannot accurately spell.

A heart word includes one or more uncommon sound-spelling matches. Underlying the heart word concept is the premise that students should look first at all parts of the word and use their knowledge of the alphabetic code to decode (sound out) and encode (spell) the common sound-spellings. Second, students access their knowledge of the uncommon sound-spellings in the word. Third, students put together the common and uncommon sound-spellings to read and spell the word accurately.

Note that reading specialists and reading program authors will disagree about which sound-spellings are common and uncommon, so they will also disagree about which words are and are not heart words. However, all will agree that students need to be able to spell these words!

The **Heart Words Spelling Assessment** features words from the **Heart Words List**. This list was compiled from high frequency word studies and is featured in the author's [reading intervention program](#) for students in grades 4–adult.

Administration

Students take the test on binder paper. Model how to number the spelling words before administering the test. Either play the 18:42 [audio file](#), which includes the administrative directions and test, or administer the test yourself.

Say—“This is a test to see if you can spell the words I say out loud. I will say the word, use it in a sentence, and say the word once more. Listen carefully because I won’t repeat the words after the test is finished.”

Grading

Grade the **Heart Words Spelling Assessment** with slashes through the test item errors.

Practice

Pass the graded test back to you students, and tell them to place it in their spelling folders to add misspelled words to their weekly personal spelling list.

On the **Heart Words List** draw hearts above “the part or parts to learn by heart” (the uncommon sound-spelling matches).

On binder paper, sort the heart words on the **Heart Words List** list by their vowel sounds. Next, sort the heart words by similar spellings of “the part or parts to learn by heart.”

Heart Words Spelling Assessment

1.	won	The swimmer won the gold medal.	won
2.	the	I chose the red one.	the
3.	was	She was ready to leave.	was
4.	where	The teacher knows where the pencils are stored.	where
5.	a	He bought a (pronounce as /uh/) new cell phone.	a
6.	from	They just got home from school.	from
7.	give	My mom will give me a snack.	give
8.	to	We sent the package to you.	to
9.	friend	Her friend waited by the door.	friend
10.	of	That is the flag of Hawaii.	of
11.	love	We love our parents.	love
12.	want	Both of us want the same candy.	want
13.	buy	They may buy two tickets.	buy
14.	what	I know what to do.	what
15.	says	He says that dinner will be late.	says
16.	hour	I finished my homework in an hour.	hour
17.	ocean	The ocean waves were powerful.	ocean
18.	come	They can come to my party.	come
19.	move	We have to move the furniture.	move
20.	could	She could help her father with the project.	could
21.	heard	We heard him singing by himself.	heard
22.	wolf	The wolf at the zoo paced back and forth.	wolf
23.	said	My dad said he would come to my game.	said
24.	you	I already gave you the paper.	you
25.	father	His father mows the lawn.	father
26.	work	Her work was very important.	work
27.	some	I guess some is better than none.	some
28.	money	She saved her money to buy us presents.	money
29.	should	We should practice more for the test.	should
30.	does	It sure does look like rain.	does
31.	water	You need to water those plants.	water
32.	they	My sister said they will be here.	they
33.	clothes	His clothes were hung neatly in the closet.	clothes
34.	people	Most people enjoy watching sports.	people
35.	who	I wonder who baked this cake.	who
36.	would	They would need to tell me.	would
37.	talk	Perhaps we should talk later.	talk
38.	walk	The brothers like to walk in the park.	walk
39.	two	The child ate two cookies.	two
40.	wash	Make sure to wash your hands.	wash
41.	been	She has not been listening.	been
42.	have	I have a vegetable garden.	have
43.	your	You already finished your lunch.	your

Heart Words Spelling Assessment

44.	do	They do their work together.	do
45.	don't	We don't ask for much.	don't
46.	won't	He won't come to the concert.	won't
47.	there	The lamp was there on the table.	there
48.	are	My cousins are arriving at noon.	are
49.	done	Her work was done well.	done
50.	find	Good friends are hard to find.	find
51.	learn	Some children have to learn how to draw.	learn
52.	kind	Being kind takes practice.	kind
53.	warm	It was warm in the kitchen by the stove.	warm
54.	were	Last night you were singing and dancing.	were
55.	one	You may each have one brownie.	one
56.	gone	I had gone to bed by then.	gone
57.	height	The teacher organized the books by height.	height
58.	both	Let both of them answer the question.	both
59.	mother	My mother deserves a hug.	mother
60.	son	Their son was older than their daughter.	son
61.	old	You might not be old enough to join.	old
62.	busy	She leads a busy life.	busy
63.	again	She asked him to help again.	again
64.	because	I told her, because she wanted to know.	because
65.	nothing	There was nothing left.	nothing
66.	against	They played against the best team.	against
67.	through	The rabbit ran through the bushes.	through
68.	guess	He had to guess her age.	guess
69.	many	Too many people ride the bus each day.	many
70.	live (/ɪ/)	Some cats can live up to 20 years.	live
71.	only	We only ate a salad for dinner.	only
72.	four	The baseball player got four hits in the game.	four
73.	front	Someone will meet you in front of the school.	front
74.	door	Please shut the door and come inside.	door
75.	thought	The students thought the assembly was fun.	thought
76.	enough	We have enough glue to make the cards.	enough
77.	pretty	The pretty napkins were folded in triangles.	pretty
78.	carry	That is a heavy load to carry.	carry
79.	very	Mom and Dad were very worried about me.	very
80.	any	She said that any of you could play.	any
81.	lose	I never lose my lunch money.	lose
82.	guy	He was the same guy who we saw yesterday.	guy
83.	listen	You should listen to her advice.	listen
84.	answer	She may not agree with his answer.	answer
85.	whole	I was shocked that you ate the whole pie!	whole
86.	truth	We should always tell the truth.	truth

Heart Words Spelling Assessment

87.	whose	I wonder whose jacket this is.	whose
88.	other	They chose the other plan.	other
89.	build	Let's build a fort out of those boxes.	build
90.	though	Even though I tried twice, it would not open.	though
91.	above	The clouds above were beautiful.	above
92.	floor	The floor had muddy footprints everywhere.	floor
93.	tough	Sometimes it is tough to make the right decision.	tough
94.	world	Some parts of the world are covered in ice.	world
95.	prove	The evidence will prove that I am right.	prove
96.	rough	It was a rough ride on that dirt road.	rough
97.	laugh	Everyone loves to laugh.	laugh
98.	eye	Keep a watchful eye out for those blue jays.	eye
99.	doubt	I doubt if all of you will leave at the same time.	doubt
100.	half	She divided the class in half.	half
101.	break	I hope he didn't break his ankle.	break
102.	heart	She drew a heart under her name.	heart
103.	straight	The mountain peak is straight ahead.	straight
104.	great	The news was a great relief.	great
105.	island	The island was in the middle of the river.	island
106.	country	Some people choose to live in the country.	country
107.	touch	The pot is still too hot to touch.	touch
108.	cough	Please cover your mouth when you cough.	cough

Heart Words List

Directions: Draw hearts above the part or parts to learn by heart—in other words, the spellings which don't match the usual sounds.

won	the	was	the	a	from	give
to	friend	of	love	want	buy	what
says	hour	ocean	come	move	could	heard
wolf	said	you	father	work	some	money
should	does	water	they	clothes	people	who
would	talk	walk	two	wash	been	have
your	do	don't	won't	there	are	done
find	learn	kind	warm	were	one	gone
height	both	mother	son	old	busy	again
because	nothing	against	through	guess	many	live
only	four	front	door	thought	enough	pretty
carry	very	any	lose	guy	listen	answer
whole	truth	shoes	other	build	though	above
floor	tough	world	prove	rough	laugh	eye
doubt	half	break	heart	straight	great	island
country	touch	cough				

The Grades 3–4 Academic Words List

The **Grades 3–4 Academic Language Word List** consists of Dr. Averil Coxhead’s research-based compilation of Tier 2 words (generalizable academic vocabulary). Her list, divided into word families, rank orders the words most frequently encountered in academic text from multiple subject areas, beyond the 2,000 highest frequency Tier 1 words.

In my [Comprehensive Vocabulary Grade 4](#) program, I ordered these academic words into grade level lists. Students should learn to spell these high utility words.

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner’s spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

analyze	approach	assess	assume	authority	available
benefit	concept	consist	constitute	context	contract
data	derive	distribute	economy	environment	establish
estimate	evident	export	factor	finance	formula
function	identity	income	indicate	individual	interpret
involve	issue	labor	legal	legislate	major
method	occur	percent	period	policy	principle
proceed	process	require	research	respond	role
section	sector	significant	similar	source	specific
structure	theory				

The 450 Most Frequently Used Words List

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

the	of	and	a	to	in
is	you	that	it	he	for
was	on	are	as	with	his
they	at	be	this	from	I
have	or	by	one	had	not
but	what	all	were	when	we
there	can	an	which	their	said
if	do	will	each	about	how
up	out	them	then	she	many
some	so	these	would	other	into
has	more	her	two	like	him
see	time	could	no	make	than
first	been	is	who	now	people
my	made	over	did	down	only
way	find	use	may	water	long
little	very	after	words	called	just
where	most	know	get	through	back
much	go	good	new	write	our
me	man	too	any	day	same

The 450 Most Frequently Used Words List

right	look	think	also	around	another
came	come	work	three	must	because
does	part	even	place	well	such
here	take	why	help	put	different
away	again	off	went	old	number
great	tell	men	say	small	every
found	still	between	name	should	home
big	give	air	line	set	own
under	read	last	never	as	left
end	along	while	might	next	sound
below	saw	something	thought	both	few
those	always	show	large	often	together
asked	house	don't	world	going	want
school	important	until	form	food	keep
children	feet	land	side	without	boy
once	animal	life	enough	took	four
head	above	kind	began	almost	live
page	got	earth	need	far	hand
high	year	mother	light	country	father
let	right	picture	being	study	second
soon	story	since	white	ever	paper
hard	near	sentence	better	best	across

The 450 Most Frequently Used Words List

during	today	however	sure	knew	it's
try	told	young	sun	thing	whole
hear	example	heard	several	change	answer
room	sea	against	top	turned	learn
point	city	play	toward	five	himself
usually	money	seen	didn't	car	morning
I'm	body	upon	family	later	turn
move	face	door	cut	done	group
true	half	red	fish	plants	living
black	eat	short	United States	run	book
gave	order	open	ground	cold	really
table	remember	tree	course	front	American
space	inside	ago	sad	early	I'll
learned	brought	close	nothing	though	idea
before	lived	became	add	become	grow
draw	yet	less	wind	behind	cannot
letter	among	able	dog	shown	mean
English	rest	perhaps	certain	six	feel
fire	ready	green	yes	built	ran
full	town	complete	oh	hot	anything
hold	state	list	stood	hundred	ten
fast	felt	kept	notice	can't	strong

The 450 Most Frequently Used Words List

voice	probably	area	horse	matter	stand
box	start	that's	class	piece	surface
river	common	stop	am	talk	whether
fine	round	dark	past	ball	girl
road	blue	instead	either	held	already
warm	gone	finally	summer	understand	moon
animals	mind	outside	power	problem	longer
winter	deep	heavy	carefully	follow	beautiful
everyone	leave	everything	game	system	bring
watch	shell	dry	within	floor	ice
ship	themselves	begin	fact	third	quite
carry	distance	although			

The 100 Most Often Misspelled Words List

Directions: Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

a lot	about	address	all right	already	although
athlete	aunt	balloon	because	been	beginning
breakfast	built	calendar	captain	caught	cereal
chocolate	choose	coming	committee	could	could
didn't	disappoint	does	doubt	either	either
enough	except	February	field	forty	fourth
friend	guard	guess	half	haven't	hear
heard	height	here	hour	maybe	missile
mountain	necessary	neighbor	no one	o'clock	once
patience	people	physical	piece	pleasant	please
poison	possible	potatoes	principal	receive	rhyme
rhythm	rough	said	says	school	separate
similar	sincerely	straight	surprise	swimming	system
their	there	they're	thorough	though	thought
threw	through	tomorrow	trouble	Tuesday	until
weather	Wednesday	weigh	we're	where	which
whole	women	would	you're		

The 70 Most Commonly Confused Words List

Directions: This is a list of the most common homophones. A *homophone* is a pair of words which sound the same or very similar, but they have different meanings and spellings. Circle any of the word pairs which you might have difficulty saying, spelling, or understanding their meanings. When finished, use a dictionary to define each of the circled words and write a sentence or two, using each word and showing their meanings with surrounding words. Place this list with your definitions and sentences in your spelling folder, and add the word pairs to your weekly personal spelling list.

accept, except	affect, effect	advice, advise	aloud, allowed
already, all ready	assistance, assistants	bare, bear	began, begin
beginner, beginning	belief, believe	board, bored	brake, break
breath, breathe	buy, by	cereal, serial	choose, chose
dairy, diary	dear, deer	desert, dessert	dew, do, due
for, four	forty, fourth	groan, grown	hear, here
hole, whole	hoping, hopping	indivisible, invisible	its, it's
know, no	lead, led	loose, lose	maybe, may be
meat, meet	medal, metal	passed, past	peace, piece
patience, patients	plain, plane	personal, personnel	principal, principle
porpoise, purpose	proceed, precede	rain, reign, rein	real, reel
right, write	road, rode, rowed	sail, sale	scene, seen
scent, sent, cent	sea, see	seam, seem	sense, since
sew, so, sow	shone, shown	sight, site	steal, steel
straight, strait	there, their, they're	thorough, through	though, thought
threw, through	throne, thrown	tide, tied	to, too, two
trail, trial	weather, whether	wear, were, where	which, witch
who's, whose	your, you're		

Eight Spelling Rules (Of course, all rules have exceptions!)

1. 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*).

2. The Final “y” Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y* (*deliver-delivered*), 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*).

3. The Silent “e” Rule

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an “ous” or “able” (*peaceable, gorgeous*), or if it ends in “ee”, “se”, or “ye” (*freedom, shoeing, eyeing*).

4. The Double the Consonant Rule

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

5. 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 “ur” (*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*).

6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

7. The Ending “ion” Rule

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion, compassion*) if after an *l* or *s*. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

8. The Plurals Rule

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the “fe” or “lf” ending to “ves” (*knife-knives, shelf-shelves*).

The “i” before “e” Spelling Rule (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 and Spelling Song

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*).

<https://www.youtube.com/watch?v=80ZGFtckiPg>

The Final “y” Spelling Rule (to the tune of “Hickory Dickory Dock”)

If a root ends in a vowel,
And after that a *y*.
Just keep the *y*;
and then said I,
“Add on the suffix to end.”

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck one;
the mouse ran down,
Hickory, dickory dock.*

But if a consonant then
A *y* should end a word,
Just change the *y*
into an *i*
Except if the suffix has *i*.

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck two;
the mouse ran down,
Hickory, dickory dock.*

The Final “y” Rule and Spelling Song

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-prettiest*).

<https://www.youtube.com/watch?v=Ro-Nnt0HHdU>

The Final *e* Spelling Rule

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

Before "able" or "o-u-s"

Mostly keep the *e*

When the ending is "y-e",

"e-e", or even "o-e". YEO!

The Final "e" Rule and Spelling Song

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /*c*/ or /*g*/ sound, then an "ous" or "able" (*peaceable, gorgeous*), or if it ends in "ee", "oe", or "ye" (*freedom, shoeing, eyeing*).

<https://www.youtube.com/watch?v=NPbn9SzU1KE>

Double the Last Consonant Spelling Rule (to the tune of "Yankee Doodle")

Double the last consonant
When adding on an ending
If these three do all agree
On this you'll be depending.
Is the accent at the end?
With a vowel, then consonant?
Does the ending you must add
Begin with a vowel?

*Yankee Doodle went to town
'A riding on a pony.
Stuck a feather in his cap
And called it macaroni.
Yankee Doodle keep it up!
Yankee Doodle da-an-dy
Mind the music and the step
And with the girls be handy.*

Double the Consonant Rule and Spelling Song

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

<https://www.youtube.com/watch?v=kUpkxRFIvE8>

The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

If you see, “e-a-r”,
or there is a “u-r-e”,
In the root, or if you
hear hard *c* or *g*,

*This old man, he played one,
he played nick-nack on my thumb
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”
In the root, or if you
hear soft *c* or *g*,

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

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*).

<https://www.youtube.com/watch?v=bAU-HCk579k>

The “able” or “ible” Spelling Rule (to the tune of “John Jacob Jingleheimer Schmidt”)

Base words add “able” to the end,

John Jacob Jingleheimer Schmidt,

As do word parts,

That’s my name, too.

That end in silent e

Whenever we go out,

Or with hard c or g

The people always shout,

But for all others add “i-b-l-e”.

Saying, “John Jacob Jingleheimer Schmidt.”

The “able” or “ible” Rule and Spelling Song

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent e (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

<https://www.youtube.com/watch?v=gZhStjRgOKQ>

The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

If the /shun/ sound you do hear *Twinkle, twinkle little star,*
And it follows / or s. *How I wonder what you are.*
Or if you, hear a /zyun/ *Up above the world so high,*
For both spell “s-i-o-n”. *Like a diamond in the sky.*
Both these rules serve you well, *Twinkle, twinkle little star,*
Learning all the ways to spell. *How I wonder what you are.*

When a person you describe, *Twinkle, twinkle little star,*
You should spell “c-i-a-n.” *How I wonder what you are.*
In most every other case, *Up above the world so high,*
Simply spell “t-i-o-n”. *Like a diamond in the sky.*
Both these rules serve you well, *Twinkle, twinkle little star,*
Learning all the ways to spell. *How I wonder what you are.*

The Ending “ion” Rule and Spelling Song

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion, compassion*) if after an / or s. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

<https://www.youtube.com/watch?v=Q4wODwQZLRY>

The Plurals Spelling Rule

(to the tune of "Mary Had a Little Lamb")

If there is a vowel before
The letters *o* or *y*,
"Add an *s* onto the end
And to most nouns," said I.

*Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb
Its fleece was white as snow.*

If there is a consonant
Before an *o* or *y*,
Add "e-s" onto the end
But change the *y* to *i*.

*And everywhere that Mary went,
Mary went, Mary went.
Everywhere that Mary went
The lamb was sure to go.*

Add "e-s" onto an *x*,
to /ch/, /sh/, /s/, or *z*.
Also add onto an *f*,
but change the *f* to *v*.

*Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb
And that is all I know.*

The Plurals Rule and Spelling Song

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell "es" after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add "es" when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the "fe" or "lf" ending to "ves" (*knife-knives, shelf-shelves*).

<https://www.youtube.com/watch?v=cYxzac1eQmk>

Spelling Review Games

Spelling Baseball

The teacher creates spelling list flashcards and labels each spelling word according to difficulty, from easy to hard, as a single, double, triple, or home run on the back of each card. Hint: Have many more singles cards than the others.

Divide your students into two teams and establish four bases.

When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the spelling word and the batter must correctly spell the word within ten seconds or the batter is out.

Three outs per each team per inning. Select a student to serve as scorekeeper.

Knock-out Spelling

Have all students stand and quiz each student with a spelling word. If the student gets it right within five seconds, the student remains standing; if not, the student sits. Last one standing wins.

Word Making

Divide your students into small groups. Write out the unscrambled word on the board.

Give a three minute time limit for students to write down as many words as they can find within the word. Students take turns sharing their list, spelling each out loud.

One point is awarded for each correctly spelled word; two points for a word that no one else in the group finds; ten points for the whole unscrambled word. Students total their points to see who is the winner.

For example, the word jumble, an anagram, has many words such as the following:

ape ten tap yet nap man pay pat many mane meant tape

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Short Vowel Sounds

“a_” /ă/

“e_” /ĕ/

“ea_” /ĕ/

“i_” /ĭ/

“o_” /ŏ/

“ou_” /ŏ/

“u_” /ŭ/

“ou_” /ŭ/

cranberry
stretched
threading
glittering
blockers
coughing
rustproof
touchdown

rynbrearc
hceedrst
dganihetr
tlitgargei
cblkesro
uctogin
corpitsur
cdhwnoout

Long a Sound

“a”

“a_e”

“ai_”

“_ay”

“ei”

stabled
carefully
straining
betrayal
freighter

dletbas
ylulflarc
ginianrts
tylaaebr
hefrigret

Long e Sound

“[c]ei”

“_ee”

“ea”

“_y”

“i_e”

“[c]ei”

believed
meeting
teacher
leisurely
tambourne
ceiling

vdeielb
mtsgniee
srehcaet
ylurelies
neuriboamt
ginclie

Long i Sound

“i”

“i_e”

“_igh”

“_y”

“_ie”

tricycles
provided
frightened
beautify
untied

ylcceirts
dideprvo
tndeehgirf
fyiauetb
teundi

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Long *o* Sound

“o”

“o_e”

“_oe”

“oa_”

“ow”

coconut
hopeful
mistletoe
groaned
ownership

uconotc
plefuoh
stelimeot
anodegr
phisernow

Long *u* Sound

“u”

“u_e”

“_ew”

“_ue”

musical
usefulness
curfew
fueling

usualim
uefesslnsu
furcwe
inufegl

Consonant-Final *e*

“a_e”

“e_e”

“i_e”

“o_e”

/ū/ “u_e”

/oo/ “u_e”

as in *rooster*

milkshake
completed
submarine
lonesome
muleskinner
parachute

klsimkeah
Ideemocpt
rabsunnei
oelsmeon
nknresieuml
etuahrpca

aw Sound

“aw”

“au”

“al”

“all”

awesome
auditorium
almost
smallest

ewaosme
tduaoiumir
malsto
lamsselt

oo as in *rooster* Sound

“oo”

“u”

“u_e”

“_ew”

“_ue”

toothache
cruising
attitude
unscrewed
barbecued

eoatthch
rciuisgn
titiadeu
dweenuscr
ecduberab

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

oo as in *woodpecker* Sound

“oo”

“_u_”

understood

sugarless

ouorsdtde

ragulsse

oi Sound

“oi_”

“_oy”

poisonous

enjoyment

opensiuos

namtnoje

ow Sound

“_ow”

“ou_”

downtown

throughout

wnownotd

tughorutoh

Consonant Digraphs

“wh_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wldrinhiw

othaohect

ohpahprogt

hdnosicue

eapnmehicz

r-controlled Vowels

ur Sound

“er”

“ir”

“ur”

partnership

birthday

urgency

ntphrapresi

hdyabitr

nygceur

ar Sound

“ar”

calendar

leacnrda

or Sound

“or”

thunderstorm

rmostdrenuht

Word Making

Sound-Spellings

y Sound

Hard /y/
“_y” /ē/
“_ly” /ē/
“_y” /ī/
Silent /y/

Unscrambled Words

yesterday
everything
carefully
terrify
playground

Word Jumbles

ydretesya
yreevhntg
lyulaefcr
iryfet
uoan dgylpr

Non-phonetic Words

thorough
Wednesday
against
thought
beautiful

hghoorut
dewsneayd
gantias
hoghutt
euatbfilu

Consonant Doubling

committee
disappoint
beginning
Mississippi

mocmetei
aioitnpsdp
nnngiibge
ppsssiim

/j/ Sound

“_dge”
“_ge”
“_j_”
“ge_”
“gi_”
“gy”

baiges
bandag
jockrabbt
generally
ngantic
tragedy

gsadeb
egndaba
abtibkacjr
leryaleng
tnciagig
gretayd

i before e

“ie”
“cei”
“ei” with /ā/

earpiece
receiving
neighbors

ceiprae
vgineicer
osbhrieng

Word Making

Sound-Spellings

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

Unscrambled Words

catastrophe
cooperate
currently
recently
cinnamon
bicycles

Word Jumbles

rsatacohept
epeartoc
tnylrurce
eectryn
mnehanic
cdyseiob

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
gginteai
arsotlgyo

“s” and “es” Plurals

Vowel before *o*
Vowel before *y*
Consonant before *o*
Most Nouns Add *s*

stereos
attorneys
batboys
bookcases

treesos
rtatoysen
tbsyoab
seskcaoob

/x/, /ch/, /sh/, /z/, and /f/ Plurals

/x/
/ch/
/sh/
/z/
/f/

mailboxes
branches
eyelashes
surprises
midwives

lxmiaesob
bcrhsane
hssealyee
rsspueirs
viwedsim

Irregular Plurals

children
armadillos
beliefs
people

dlinchec
losaaidlmr
eleifbs
lppeeo

Word Making

Sound-Spellings

Contractions

haven't
they're
could've

tenavh'
y'heret
evlu'dco

Silent Letters

plumbing
knowledge
scientific
cornstalk
leagues

lnhbpugn
ewgodnkl
ciifetnisc
restoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceeacec
rirttheeee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
rapspdica
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caijldu
oeusgrgo
rtvnieon