

DIFFERENTIATED SPELLING INSTRUCTION

MARK PENNINGTON

GRADE 4

ASSESSMENT-
BASED
SPELLING
PATTERNS
PROGRAM



Visual Watermark

Differentiated Spelling Instruction Grade 4

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Mark Pennington
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Differentiated Spelling Instruction

Grade 4

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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 4 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 4 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 test.

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=CFHDtnnM7U0>

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 (Hanna 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.



Grades 3–8 Spelling Scope and Sequence (Boldface Denotes Introductory Level)

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Short Vowels	Short Vowels	Vowels and Consonant Digraphs	Diphthongs/ <i>r</i> -controlled Vowels	Consonant Doubling	Consonant Doubling
Long Vowel <i>a</i>	Long Vowels	Diphthongs	Consonant Doubling	<i>i</i> before <i>e</i>	<i>i</i> before <i>e</i>
Long Vowel <i>e</i>	Consonant–Final <i>e</i> and “ <i>le</i> ”	<i>r</i> - controlled Vowels	<i>i</i> before <i>e</i>	Plurals	Plurals
Long Vowel <i>i</i>	Diphthongs	Consonant Doubling	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>	Drop/Keep Final <i>e</i> and <i>y</i>
Long Vowel <i>o</i>	Consonant Digraphs	<i>i</i> before <i>e</i>	Plurals	Change/Keep Final <i>y</i>	/ion/
Long Vowel <i>u</i>	<i>r</i> - controlled Vowels	Hard and Soft / <i>c</i> / and / <i>g</i> /	Drop/Keep Final <i>e</i>	/ion/	“able” and “ible”
Consonant–Final <i>e</i>	<i>y</i> / <i>y</i> /, / <i>ē</i> /, / <i>ī</i> /	Plurals	Change/Keep Final <i>y</i>	“ary,” “ery,” “ory,” “ury,” “ry”	“a(e)nt,” “a(e)nce,” “a(e)ncy”
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
<i>r</i>- controlled Vowels	Consonant Doubling	Drop/Keep Final <i>e</i>	/f/ “ph,” “_gh,” “_lf,” and “_ft”	“able”	Commonly Confused Suffixes
Diphthongs /aw/	/j/	/ch/ and /sh/	/ion/	“ible”	Long Schwa
Diphthongs “oo”	<i>i</i> before <i>e</i>	“ough” and “augh”	Vowel Shift	“ant,” “ance,” “ancy”	Short Schwa
Diphthongs /oi/, /ow/	Hard and Soft / <i>c</i> /	Starting/Ending /k/	Consonant Shift	“ent,” “ence,” “ency”	French Spellings and Expressions
Consonant Digraphs	Hard and Soft / <i>g</i> /	Change/Keep Final <i>y</i>	“c/tial” and “c/tious”	“est,” “ist,” and “iest”	British Spellings
<i>y</i> / <i>y</i> /, / <i>ē</i> /, / <i>ī</i> /	Plurals Ending in “s” and “es”	Schwa <i>l</i>	Consonant–Final <i>e</i> and “le”	“ice,” “ise,” “ize,” “yze”	<i>a</i> and <i>e</i> Banal
Heart Words	Plurals Ending in / <i>x</i> / / <i>ch</i> / / <i>sh</i> / / <i>l</i> / / <i>s</i> / / <i>z</i> /	Double <i>l</i> - <i>f</i> - <i>s</i> - <i>z</i>	Vowel-“se,” “ve”	“us” and “_ous”	Latin Expressions
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST

Grades 3–8 Spelling Scope and Sequence (Boldface Denotes Introductory Level)

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

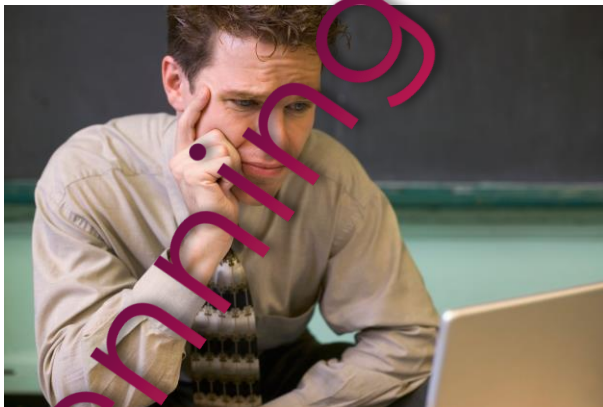


NOTES:

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Teacher Pages

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



Spelling Patterns Test #1

1. medic
2. little
3. detr**act**
4. stocking
5. cr**ust**
6. br**ea**th
7. m**iss**ile
8. br**and**
9. r**ough**ly
10. br**id**ge
11. s**ou**ght
12. t**ask**
13. wr**ong**ly
14. h**ut**ch
15. ple**as**ure
16. D**ut**ch
17. l**ock**er
18. sh**red**
19. br**ass**
20. str**ict**



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. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict

/ă/

detract

brand

brass

task

/ĭ/

little

missile

bridge

strict

/ŭ/

crust

roughly

hutch

Dutch

/ĕ/

medic

breath

pleasure

shred

/ŏ/

stocking

sought

wrongly

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. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify



Lesson #2 Answers

Long Vowels

Spelling Focus

The long vowels are /ā/, /ē/, /ī/, /ō/, and /ū/. Long vowel sounds are found anywhere within a syllable. If the vowel is at the end of a syllable, it is usually a long vowel sound. Long vowels each have more than one spelling.

SPELLING WORDS

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify

/ā/

betray
aching
reign
prayer

/ī/

slight
surprise
knives
dignify

/ū/

cubicle
venue
curfew
feud

/ē/

indeed
increase
helium
centipede

/ō/

ownership
loaves
clothed
sewing

SPELLING TIPS

Syllable Rule

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

Spelling Patterns Test #3

1. **tribute**
2. **stolen**
3. **dazzle**
4. **meanwhile**
5. **mantle**
6. **mumble**
7. **saddle**
8. **kite**
9. **rarely**
10. **probe**
11. **convene**
12. **whine**
13. **altitude**
14. **bugle**
15. **dimple**
16. **useful**
17. **scenery**
18. **alone**
19. **safety**
20. **rudely**



Lesson #3 Answers

Consonant-Final e and “le”

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*.

When “le” follows a consonant, it has a schwa short /ū/ or /ī/ 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. tribute
2. stolen
3. dazzle
4. meanwhile
5. mantle
6. mumble
7. saddle
8. kite
9. rarely
10. probe
11. convene
12. whine
13. altitude
14. bugle
15. dimple
16. useful
17. scenery
18. alone
19. safety
20. rudely

a_e

rarely

safety

i_e

meanwhile

kite

whine

Long Vowel u (/ū/)

u_e

tribute

useful

ble

mumble

gle

bugle

tle

mantle

e_e

convene

scenery

o_e

stolen

probe

alone

Long /oo/ as in
rooster u_e

altitude

rudely

dle

saddle

ple

dimple

zle

dazzle

Spelling Patterns Test #4

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowded
15. audition
16. loudly
17. boycott
18. cruelly
19. fawn
20. cruise



Lesson #4 Answers

Diphthongs (Two Sound Vowels)

Spelling Focus

Diphthongs make two sounds for a vowel combination. The /oi/ as in *oil* is spelled “oi” and “_oy.” The /ow/ as in *cow* is spelled “_ow” and “ou_.” Most people can hear and feel the two sounds in these diphthongs.

English speakers say some vowel combinations differently. Some say them as two sounds, and others say them as one sound, but no matter how they are pronounced, they are spelled the same. The /aw/ as in *hawk* is usually spelled “aw” or “au.” The long /oo/ as in *rooster* is spelled “oo,” “u,” “_ue,” “u_e,” or “_ew.” The short /oo/ as in *wood* spelled “oo” and “_u_.”

SPELLING WORDS

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowded
15. audition
16. loudly
17. boycott
18. cruelly
19. fawn
20. cruise

/aw/

haunted
awfully
audition
fawn

Short /oo/
as in *woodpecker*

woods
pudding
should
withstood

/ow/

doubtless
trout
crowded
loudly

Long /oo/ as in *rooster*

toothache
hula
cruelly
cruise

/oi/

rejoice
anoint
oyster
boycott

SPELLING TIPS

What are the blanks
in the spellings?

The blanks show
where there are
consonant sounds.

Spelling Patterns Test #5

1. **tenth**
2. **whale**
3. **crush**
4. **bench**
5. **telegraph**
6. **munch**
7. **whisper**
8. **shift**
9. **phrase**
10. **booth**
11. **wherever**
12. **chance**
13. **fishing**
14. **throat**
15. **trophy**
16. **shack**
17. **whip**
18. **phantom**
19. **thinking**
20. **churn**



Lesson #5 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. tenth
2. whale
3. crush
4. bench
5. telegraph
6. munch
7. whisper
8. shift
9. phrase
10. booth
11. wherever
12. chance
13. fishing
14. throat
15. trophy
16. shack
17. whip
18. phantom
19. thinking
20. churn

wh

whale
whisper
wherever
whip

ph

telegraph
phrase
trophy
phantom

ch

bench
munch
chance
churn

th

tenth
booth
throat
thinking

sh

crush
shift
fishing
shack

SPELLING TIPS

What is a consonant blend or cluster?

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

Spelling Patterns Test #6

1. encircle
2. enormous
3. angular
4. uranium
5. tiring
6. corporation
7. cigar
8. urgently
9. accelerate
10. irritate
11. charcoal
12. format
13. alert
14. sulfur
15. odor
16. ceremony
17. murmur
18. percentage
19. library
20. directly



Lesson #6 Answers

r-controlled Vowels

Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The common r-controlled vowels are “ar,” “er,” “ir,” “or,” and “ur.”

SPELLING WORDS

1. encircle
2. enormous
3. angular
4. uranium
5. tiring
6. corporation
7. cigar
8. urgently
9. accelerate
10. irritate
11. charcoal
12. format
13. alert
14. sulfur
15. odor
16. ceremony
17. murmur
18. percentage
19. library
20. directly

ar

angular
cigar
charcoal
library

ir

encircle
tiring
irritate
directly

ur

uranium
urgently
sulfur
murmur

er

accelerate
alert
ceremony
percentage

or

enormous
corporation
format
odor

SPELLING TIPS

Why is the /er/ spelled differently in *theater* and *theatre*?

The first spelling is American; the second is British, Australian, fo Canadian.

Spelling Patterns Test #7

1. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy



Lesson #7 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. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy

Hard y Sound. Long e /ē/

yeast quantity
youthful matrimony
yardstick rosy
yield rowdy

_ly

occasionally
lastly
partly
tenderly

Long i /ī/

rely
trying
plywood
dying

Silent y

delayed
journeyed
convey
alley

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 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 “bouff”—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	Short Vowels
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	
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	
11. before	Tell us before you have to go.	before	Long /a/
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	
16. bicycle	She got a bicycle for her birthday.	bicycle	Long /e/
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	
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	Long /i/
22. vetoed	The president vetoed the proposed law.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	
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 /o/
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. compute	To compute numbers he used a calculator.	compute	
30. attitude	The student had a wonderful attitude.	attitude	
31. handle	The door handle was loose.	handle	Long /u/
32. puzzle	They completed the jigsaw puzzle.	puzzle	
33. awful	The engine made an awful sound.	awful	
34. auditorium	The band played in the auditorium.	auditorium	
35. already	My teacher already knows the answer.	already	
36. falling	The child kept falling down the stairs.	falling	Consonant– Final e & “le”
37. poodle	The black poodle loved to eat ice cream.	poodle	
38. duty	Do your duty to your country.	duty	
39. overdue	Your library book is overdue.	overdue	
40. flute	She played a silver flute.	flute	
41. brewing	The coffee is always brewing at her house.	brewing	/aw/
			Long /oo/

Spelling Patterns Lessons 1–7 Summative Assessment

42. looked	He looked older than he really was.	looked	Short /e/
43. butcher	The local butcher was very skilled.	butcher	
44. poisoned	The chemical poisoned the water.	poisoned	
45. destroy	He had to destroy the work of art.	destroy	
46. crowded	This school is very crowded.	crowded	
47. counting	She began counting on her fingers.	counting	ow/ (cow)
48. cartwheel	I could never do a proper cartwheel.	cartwheel	
49. hypothesis	The scientist's hypothesis was tested.	hypothesis	
50. graphics	The computer graphics were high quality.	graphics	
51. eyelashes	Her eyelashes were very long.	eyelashes	
52. channel	One television channel had a poor signal.	channel	Consonant Digraphs
53. alarm	A man set off the car alarm.	alarm	
54. center	I travelled 12 miles to the town center.	center	
55. firmly	The student held the handle firmly.	firmly	
56. favor	He did me a favor and washed my sneakers.	favor	
57. curling	She liked curling her hair with her fingers.	curling	r-controlled
58. yesterday	I think she called me yesterday.	yesterday	
			Hard y

Spelling Patterns Test #8

1. dugout
2. permitted
3. extended
4. référence
5. clearly
6. jumping
7. enchanted
8. popover
9. órbited
10. jungle
11. drifted
12. piloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. préférence
18. overact
19. harness
20. fulfilled



Lesson #8 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. dugout
2. permitted
3. extended
4. référence
5. clearly
6. jumping
7. enchanted
8. popover
9. órbited
10. jungle
11. drifted
12. píloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. préférence
18. overact
19. harness
20. fulfilled

Double the Consonant

permitted
preferred
controlled
fulfilled

Suffix Begins with Consonant

clearly
jungle
thoughtful
harness

Accent Not on Ending Free Base or Bound Base

référence
órbited
píloted
préférence

No Vowel-Consonant at End of Base

extended
jumping
enchanted
drifted

Compound Words

dugout
popover
breakup
overact

SPELLING TIPS

Syllable Rule

Don't divide syllables between consonant digraphs and most consonant blends.

Spelling Patterns Test #9

1. language
2. adjective
3. judge
4. regiment
5. gymnastics
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. gypsum
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. Germany



Lesson #9 Answers

/j/

Spelling Focus

At the beginning of a syllable, the /j/ is spelled with a “g” when followed by “e,” “i,” or “y” or a “j.” At the end of a syllable, the /j/ is spelled “dge” after short vowels and “ge” after other vowel sounds. The “gy” syllable is pronounced as /jē/.

SPELLING WORDS

1. language
2. adjective
3. judge
4. regiment
5. gymnastics
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. gypsum
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. Germany

_dge

judge

ledge

badge

ridge

j

adjective

journal

conjunction

gi

regiment

legion

magical

_ge

language

charge

challenge

privilege

ge

gentle

gesture

Germany

gy

gymnastics

astrology

gypsum

Spelling Patterns Test #10

1. conceive
2. freight
3. relief
4. neither
5. seize
6. conceited
7. reins
8. field
9. leisure
10. forfeit
11. receipts
12. feint
13. perceived
14. heighten
15. niece
16. weighty
17. frontier
18. theirs
19. receiving
20. achieve



Lesson #10 Answers *i before e*

Spelling Focus

The long *i* sound (/ī/) can be spelled as “_ie.” The long *e* sound (/ē/) is usually spelled as “_ie,” but is spelled as “_ei” following a *c* (“cei”). The long *a* sound (/ā/) can be spelled as “ei.” Of course every spelling rule has exceptions.

SPELLING WORDS

1. conceive
2. freight
3. relief
4. neither
5. seize
6. conceited
7. reins
8. field
9. leisure
10. forfeit
11. receipts
12. feint
13. perceived
14. heighten
15. niece
16. weighty
17. frontier
18. theirs
19. receiving
20. achieve

ie

relief

field

niece

frontier

achieve

ei sounding

like /ā/

freight

reins

feint

weighty

theirs

cei

conceive

conceited

receipts

perceived

receiving

Exceptions

neither

seize

leisure

forfeit

heighten

Spelling Patterns Test #11

1. **c**ourageous
2. **c**ustomize
3. **c**andle
4. **l**icense
5. **c**itizenship
6. **r**ecycle
7. **c**inema
8. **o**ccur
9. **c**apable
10. **e**mergency
11. **c**ereal
12. **c**ontend
13. **f**luency
14. **c**asting
15. **c**ustomer
16. **c**ontent
17. **c**ertainly
18. **c**abbage
19. **c**itation
20. **c**ostume



Lesson #11 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. **c**ourageous
2. **c**ustomize
3. **c**andle
4. **l**icense
5. **c**itizenship
6. **r**ecycle
7. **c**inema
8. **o**ccur
9. **c**apable
10. **e**mergency
11. **c**ereal
12. **c**ontend
13. **f**luency
14. **c**asting
15. **c**ustomer
16. **c**ontent
17. **c**ertainly
18. **c**abbage
19. **c**itation
20. **c**ostume

ca

candle
capable
casting
cabbage

cu

customize
occur
customer

ci

citizenship
cinema
citation

co

courageous
contend
content
costume

ce

license
cereal
certainly

cy

recycle
emergency
fluency

Spelling Patterns Test #12

1. legality
2. gory
3. legend
4. guarantee
5. guppy
6. government
7. organization
8. doggy
9. gurgle
10. strategy
11. gobble
12. tragedy
13. alligator
14. ecology
15. obligation
16. technology
17. agony
18. generous
19. regulation
20. gemstone



Lesson #12 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. legality
2. gory
3. legend
4. guarantee
5. guppy
6. government
7. organization
8. doggy
9. gurgle
10. strategy
11. gobble
12. tragedy
13. alligator
14. ecology
15. obligation
16. technology
17. agony
18. generous
19. regulation
20. gemstone

ga

legality

organization

alligator

obligation

gu

guarantee

guppy

gurgle

regulation

gy

doggy

strategy

ecology

technology

go

gory

government

gobble

agony

ge

legend

tragedy

generous

gemstone

SPELLING TIPS

**What sound does
“gi” make?**

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

Spelling Patterns Test #13

1. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. superheroes
18. televisions
19. echoes
20. canoes



Lesson #13 Answers 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.

SPELLING WORDS

1. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. lassoes
18. televisions
19. echoes
20. canoes

Just Add an “s”

(Root Doesn't End in o or y)

locomotives
executives
fugitives
hotels
televisions

Root Ending in
Vowel before y

subways
pulleys
Saturdays
weekdays
wiseguys

Root Ending in Vowel

before o

rodeos
ratios
scenarios
bios
curios

Root Ending in
Consonant before o

tomatoes
superheroes
lassoes
echoes
canoes

Spelling Patterns Test #14

1. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mosses
20. lives



Lesson #14 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. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mosses
20. lives

Base Ending in /x/

taxes
affixes
waxes
axes

Base Ending in /ch/

touches
couches
riches
beaches

Base Ending in /sh/

ashes
wishes
crashes
marshes

Base Ending in /f/

halves
knives
wives
lives

Base Ending in /s/

glasses
mosses

Base Ending in /z/

fizzes
jazzes

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 #59 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 8–14 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 8–14 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 8–14. 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 8–14 Summative Assessment

59. committee	The committee finished its task.	committee	Consonant
60. fighting	The children finally stopped fighting.	fighting	Doubling
61. badge	The sheriff wore his badge proudly.	badge	
62. stage	She almost fell off the stage.	stage	
63. justify	How can you justify that expense?	justify	/j/
64. briefly	I briefly talked it over with him.	briefly	
65. neighbor	My next door neighbor is very helpful.	neighbor	
66. receiving	Have you been receiving your emails?	receiving	i before e
67. capture	Did the officer capture the prisoner?	capture	
68. coffee	The smell of fresh coffee was everywhere.	coffee	
69. cucumber	He likes cucumber in his salad.	cucumber	
70. procedure	The guard followed the procedure.	procedure	
71. cider	The apple cider was delicious.	cider	
72. cyclone	A terrible cyclone destroyed the fence.	cyclone	
73. gasoline	Is there enough gasoline in the tank?	gasoline	
74. agony	His face showed the agony of his decision.	agony	
75. gutter	The water drained down into the gutter.	gutter	
76. generous	The waiter received a generous tip.	generous	
77. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft c and g
78. apology	An apology would certainly be appropriate.	apology	
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 #15

1. judgment
2. canoeing
3. traceable
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. changeable
17. likeness
18. noticeable
19. chargeable
20. purely



Lesson #15 Answers Drop or Keep Final e

Spelling Focus

Drop the *e* (have-having) at the end of a syllable if the suffix begins with a vowel. Keep the *e* (close-closely) when the suffix begins with a consonant. Also keep the final *e* when the base ends in a soft /c/ or /g/ sound and is followed by a “ous” or “able” suffix (gorgeous, peaceable). Also keep the final *e* when the base ends in “ee”, “oe”, or “ye” (freedom, shoeing, eyeing).

SPELLING WORDS

1. judgment
2. canoeing
3. traceable
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. changeable
17. likeness
18. noticeable
19. chargeable
20. purely

**Drop *e* When Suffix
(other than able or ous)
Begins with a Vowel**

stolen
pleasant
continued
motivation
survival
making

**Keep *e* When Suffix
Begins with Consonant**

careful
homeless
movement
likeness
purely

**Keep *e* After Soft *c* or *g*
when before able or ous**

traceable
outrageous
changeable
noticeable
chargeable

**Keep *e* When Base Ends
in ee, oe, or ye**

canoeing
eyeing
agreeing

Exception

judgment

Spelling Patterns Test #16

1. lunch
2. coach
3. match
4. mutual
5. punch
6. residential
7. pitcher
8. spiritual
9. Chinese
10. bench
11. presidential
12. actual
13. peach
14. chime
15. lotion
16. scratch
17. condition
18. chest
19. teacher
20. virtuous



Lesson #16 Answers /ch/ and /sh/

Spelling Focus

The /ch/ and /sh/ sounds have many different spellings. The /ch/ is almost always spelled “ch” at the beginning of a word. Frequently, the /ch/ is spelled “ch” when following an “n.” The /ch/ is usually spelled “tch” at the end of a syllable when following a short vowel. The “ti” spelling is usually pronounced /ch/ when beginning a suffix, such as in “tial” or “tious.”

The “ti” spelling is usually pronounced /sh/ when beginning a suffix, such as in “tion” or “tial.”

SPELLING WORDS

1. lunch
2. coach
3. match
4. mutual
5. punch
6. residential
7. pitcher
8. spiritual
9. Chinese
10. bench
11. presidential
12. actual
13. peach
14. chime
15. lotion
16. scratch
17. condition
18. chest
19. teacher
20. virtuous

ti_	tu_
residential	mutual
presidential	spiritual
lotion	actual
condition	virtuous
_nch	_tch
lunch	match
punch	pitcher
bench	scratch
ch_	_ch
Chinese	coach
chime	peach
chest	scratch

Spelling Patterns Test #17

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught



Lesson #17 Answers Irregular Plurals

Spelling Focus

The “ough” and “augh” can both spell the /aw/ or short /ɔ/ sounds. Additionally, the “ough” can spell the long /ō/ as in *sourdough*, long /oo/ as in *through*, and short /ũ//f/ as in *enough*.

SPELLING WORDS

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught

/ɔ/ ough

bought
ough
sought
thought

/ɔ/ augh

caught
daughters
naughty
slaughter

/ō/ ough

thorough
dough
though
although
thoroughfare

/ũ//f/ ough

rough
tough
enough
roughly

Exceptions

cough
laugh
through

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings and some are not pronounced.

Spelling Patterns Test #18

1. **company**
2. **ketchup**
3. **kitten**
4. **career**
5. **kerosene**
6. **curves**
7. **síckening**
8. **kindle**
9. **calorie**
10. **quíckly**
11. **cavern**
12. **trúcker**
13. **culture**
14. **counter**
15. **mosaic**
16. **custodian**
17. **kettle**
18. **kidney**
19. **basic**
20. **compact**



Lesson #18 Answers Starting and Ending /k/

Spelling Focus

The spelling of the starting /k/ sound often depends upon the letter which follows. The “k” spelling usually begins syllables when the letters “e” or “i” follow as in *Ken* or *kiss*. The “c” spelling usually begins syllables when the letters “a,” “o,” or “u” follow as in *cash*, *cot*, or *cut*.

The ending /k/ sound is rarely spelled with a “k.” Most often when the syllable is accented, the /k/ sound is spelled with a “ck” as in *chicken*. But when the syllable is unaccented, the /k/ sound is spelled with a “c” as in *panic*.

SPELLING WORDS

1. company
2. ketchup
3. kitten
4. career
5. kerosene
6. curves
7. síckening
8. kindle
9. calorie
10. quíckly
11. cavern
12. trúcker
13. culture
14. counter
15. mosaíc
16. custodian
17. kettle
18. kidney
19. básic
20. compact

ki_

kitten

kindle

kidney

co_

company

counter

compact

ca_

career

calorie

cavern

Unaccented _c

mosaic

basic

ke_

ketchup

kerosene

kettle

cu_

curves

culture

custodian

Accented _c

síckening

quíckly

trúcker

Spelling Patterns Test #19

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying



Lesson #19 Answers Change or Keep the Final y

Spelling Focus

Keep the final y at the end of a syllable y when adding a suffix if the base ends in a vowel, then the y (delay-delayed), or if the suffix begins with an i (copy-copying). Change the y to i when adding a suffix if the base ends in a consonant, then a y (pretty-prettyest).

SPELLING WORDS

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying

Change the Final y to i **Keep the Final y**
When the y Follows a Consonant **When the y Follows a Vowel**

scariest	stayed
plentiful	enjoyment
happiness	boyish
berries	saying
fairies	playful
driest	journeyed
cherries	keyless

Keep the Final y
After a Consonant
When the Suffix
Begins with i

carrying
flying
burying

Exceptions

shyly
dryness
slyly

Spelling Patterns Test #20

1. corporal
2. label
3. fulfill
4. pencil
5. unusual
6. helpful
7. camel
8. totally
9. colorful
10. locally
11. spoonful
12. tonsils
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. level
20. lentils



Lesson #20 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 /ʊ/.

When an *l* ends a syllable or a suffix, it controls the vowel before it, making the vowel a short /ʊ/ schwa sound.

SPELLING WORDS

1. corporal
2. label
3. fulfill
4. pencil
5. unusual
6. helpful
7. camel
8. totally
9. colorful
10. locally
11. spoonful
12. tonsils
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. level
20. lentils

al

corporal
totally
unusual
locally
critical
mental
postal

el

label
camel
level

ful

fulfill
helpful
colorful
spoonful
careful
frightful
peaceful

il

pencil
tonsils
lentils

Spelling Patterns Test #21

1. **cuff**links
2. evil
3. **bull**ish
4. **hiss**ing
5. **buzz**er
6. **grass**
7. **roll**back
8. **Yell**owstone
9. **quiz**
10. **fizz**ing
11. **toll**booth
12. **buff**alo
13. **whiz**
14. **fuzz**
15. **cuss**ing
16. **jazz**
17. **bluff**
18. **disappear**
19. **gloss**
20. **fluffy**



Spelling Worksheet #21 Double l-f-s-z

Spelling Focus

The letters *l*, *f*, *s*, and *z* are usually doubled when they follow a short vowel sound at the end of a syllable as in *bell*, *cuff*, *pass*, and *buzz*.

SPELLING WORDS

1. cufflinks
2. evil
3. bullish
4. hissing
5. buzzer
6. grass
7. rollback
8. Yellowstone
9. quiz
10. fizzing
11. tollbooth
12. buffalo
13. whiz
14. fuzz
15. cussing
16. jazz
17. bluff
18. disappear
19. gloss
20. fluffy

_ll

bullish

rollback

Yellowstone

tollbooth

_ff

cufflinks

buffalo

bluff

fluffy

_ss

hissing

grass

cussing

gloss

_zz

buzzer

fizzing

fuzz

jazz

Exceptions

evil

quiz

whiz

disappear

SPELLING TIPS

Are there any more exceptions?

yes, plus, if, this, bus, gas, us to name a few...

Spelling Patterns Lessons 15–21 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 #88 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 88 is *pleasant* *pleasant* The weather was pleasant today. *pleasant*”

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 15–21 Summative Assessment

88. pleasant	The weather was pleasant today.	pleasant	
89. hopeless	Her situation seemed hopeless.	hopeless	
90. noticeable	His purple hair was quite noticeable.	noticeable	
91. changeable	Their attitudes were changeable day to day.	changeable	
92. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
93. courageous	I think what she did was very courageous.	courageous	
94. agreeing	I find myself agreeing with all his points.	agreeing	
95. canoeing	They went canoeing down the river.	canoeing	Drop/Keep
96. eyeing	The child was eyeing the chocolate cookies.	eyeing	Silent e
97. essential	It is essential to pay attention in school.	essential	
98. actual	She prefers the actual painting.	actual	
99. motion	There was a motion at our front door.	motion	
100. pitcher	The softball pitcher had great control.	pitcher	
101. initials	She carved her initials in the log.	initials	
102. peach	That peach does not look ripe.	peach	/ch/ and /sh/
103. brought	He brought enough food for everyone.	brought	
104. caught	She was caught by surprise.	caught	
105. although	I went, although I did not want to go.	although	
106. toughen	Walking barefoot helped toughen his feet.	toughen	ough/augh
107. kitten	The kitten was very playful.	kitten	
108. kettle	The red kettle on the stove was pretty.	kettle	
109. company	I didn't know we were having company.	company	
110. culture	Studying one's culture is interesting.	culture	
111. career	She prepared for a rewarding career.	career	
112. quickly	He quickly left the game when it was over.	quickly	Starting/
113. basic	I like the basic ice cream flavors best.	basic	Ending /k/
114. cherries	The tree was loaded with cherries.	cherries	
115. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	Change/
116. spying	My little sister was spying on my friends.	spying	Keep y
117. label	I glued the label on the package.	label	
118. awful	The music was simply awful.	awful	Schwa /
119. tollbooth	The pair two dollars at the tollbooth.	tollbooth	
120. buffalo	The buffalo snorted and stomped.	buffalo	
121. hissing	The snake made a hissing noise.	hissing	Double
122. buzzer	She pressed the buzzer to answer.	buzzer	l-f-s-z

Spelling Patterns Test #22

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese



Lesson #22 Answers Irregular Plurals

Spelling Focus

Some plurals do not follow the plural rules. Irregular plurals mostly 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. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

"_fs," Not "_ves"

chiefs
sheriffs
playoffs
bailiffs
handkerchiefs

Consonant before "os"

metros
rhinos
Filipinos
tacos

s Not at End of Word

sons-in-law
passersby
fathers-in-law
mothers-in-law

Same Singular and Plural Form

shrimp
bison
antelope
elk
reindeer

Vowel Changes from Singular to Plural

geese

"en" Ending

oxen

Spelling Patterns Test #23

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll



Lesson #23 Answers

Contractions: had, is, will

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 *had*, *is*, and *will*.

SPELLING WORDS

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll

had

they'd
you'd
we'd
she'd
he'd

is

she's
that's
where's
he's
there's

will

I'll
we'll
you'll
they'll
she'll
it'll
he'll
us

Others

'til
'twas
let's



Spelling Patterns Test #24

1. **designer**
2. **doubt**
3. **wrong**
4. **pneumonia**
5. **calming**
6. **palms**
7. **foreigner**
8. **wrist**
9. **ghost**
10. **depot**
11. **gnome**
12. **gnat**
13. **spaghetti**
14. **psychologist**
15. **handkerchief**
16. **swords**
17. **sandwiches**
18. **hourly**
19. **honest**
20. **wrap**



Lesson #24 Answers Silent Letters

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling.

SPELLING WORDS

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

w

wrong
wrist
swords
wrap

lm

calming
palms

gh

ghost
spaghetti

d

handkerchief
sandwiches

b

doubt

gn

designer
foreigner
gnome
gnat

h

hourly
honest

p

pneumonia
psychologist

t

depot

Spelling Patterns Test #25

1. height
2. chocolate
3. build
4. answer
5. no one
6. rhythm
7. because
8. floor
9. eyelash
10. separate
11. whose
12. island
13. course
14. tomorrow
15. among
16. Wednesday
17. there
18. thorough
19. toward
20. together



Lesson #25 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. height
2. chocolate
3. build
4. answer
5. no one
6. rhythm
7. because
8. floor
9. eyelash
10. separate
11. whose
12. island
13. course
14. tomorrow
15. among
16. Wednesday
17. there
18. thorough
19. toward
20. together

toward	there
among	course
whose	eyelash
because	answer
chocolate	height
build	no one
rhythm	floor
separate	island
tomorrow	Wednesday
together	thorough

Spelling Patterns Test #26

1. adapt/adopt
2. allude/elude
3. illicit/elicit
4. desert/dessert
5. ally/alley
6. altar/alter
7. persecute/prosecute
8. capital/capitol
9. cession/session
10. course/coarse
11. assistance/assistants
12. further/farther
13. coral/choral
14. forth/fourth
15. interstate/intrastate
16. allusion/illusion
17. plum/plumb
18. proceeding/preceding
19. isle/aisle
20. lead/led



Lesson #26 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. adapt/adopt
2. allude/elude
3. illicit/elicit
4. desert/dessert
5. ally/alley
6. altar/alter
7. persecute/
prosecute
8. capital/capitol
9. cession/session
10. course/coarse
11. assistance/
assistants
12. further/farther
13. coral/choral
14. forth/fourth
15. interstate/
intrastate
16. allusion/illusion
17. plum/plumb
18. proceeding/
preceding
19. isle/isle
20. lead/led

Vowel Difference

adapt/adopt
ally/alley
altar/alter
capital/capitol
course/coarse
further/farther
forth/fourth
isle/isle
lead/led

Prefix Difference

allude/elude
illicit/elicit
persecute/
prosecute
interstate/
intrastate
allusion/illusion
proceeding/
preceding

Consonant Difference

desert/dessert
cession/session
assistance/
assistants
coral/choral
plum/plumb

Spelling Patterns Test #27

- | | |
|--------------------------|-----|
| 1. invalid | not |
| 2. immature | not |
| 3. impossible | not |
| 4. atheist | not |
| 5. illegal | not |
| 6. improbable | not |
| 7. anarchy | not |
| 8. unnecessary | not |
| 9. immortal | not |
| 10. inoperable | not |
| 11. imperfect | not |
| 12. irregular | not |
| 13. inaccurate | not |
| 14. anemia | not |
| 15. unable | not |
| 16. illogical | not |
| 17. irresponsible | not |
| 18. atrophy | not |
| 19. immovable | not |
| 20. unacceptable | not |



Lesson #27 Answers Greek and Latin “i(n)” and “an” Prefixes

Spelling Focus

The “i(n)” and “an” prefixes mean *not*. The “i(n)” prefix changes the “n” to “m,” “l,” and “r” to make the following base easier to pronounce. The “i(n)” can also change to an “un.” The “an” prefix also means *not* and can also be spelled as “a.”

SPELLING WORDS

1. **invalid**
2. **immature**
3. **impossible**
4. **atheist**
5. **illegal**
6. **improbable**
7. **anarchy**
8. **unnecessary**
9. **immortal**
10. **inoperable**
11. **imperfect**
12. **irregular**
13. **inaccurate**
14. **anemia**
15. **unable**
16. **illogical**
17. **irresponsible**
18. **atrophy**
19. **immovable**
20. **unacceptable**

in

invalid
inoperable
inaccurate

im(p)

impossible
improbable
imperfect

il(l)

illegal
illogical

an (before vowel)

anarchy
anemia

im(m)

immature
immortal
immovable

un

unnecessary
unable
unacceptable

ir(r)

irregular
irresponsible

**a (drops n before
consonant)**

atheist
atrophy

Spelling Patterns Test #28

- | | |
|---------------------------|-----------|
| 1. g ratitude | to please |
| 2. m ortal | death |
| 3. v isit | to see |
| 4. c apital | head |
| 5. v agrant | to wander |
| 6. v ertical | to turn |
| 7. p rocedure | to go |
| 8. c onsist | to stand |
| 9. m uted | to change |
| 10. d emocrat | to rule |
| 11. m onitor | to warn |
| 12. s uburb | city |
| 13. a dventure | to come |
| 14. c onsent | feeling |
| 15. a nimation | spirit |
| 16. c hronological | time |
| 17. s ynonym | name |
| 18. c omPLICATE | to bend |
| 19. c ivilization | city |
| 20. c onsonant | sound |



Lesson #28 Common Greek and Latin Bases

Spelling Focus

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

SPELLING WORDS

1. **gratitude**
2. **mortal**
3. **visit**
4. **capital**
5. **vagrant**
6. **vertical**
7. **procedure**
8. **consist**
9. **muted**
10. **democrat**
11. **monitor**
12. **suburb**
13. **adventure**
14. **consent**
15. **animation**
16. **chronological**
17. **synonym**
18. **complicate**
19. **civilization**
20. **consonant**

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 1–28 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 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 “bouff”—the student spelling of “bouf” 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	Short Vowels
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	
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	
11. before	Tell us before you have to go.	before	Long /a/
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	
16. bicycle	She got a bicycle for her birthday.	bicycle	Long /e/
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	
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	Long /i/
22. vetoed	The president vetoed the proposed law.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	
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 /o/
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. compute	To compute numbers he used a calculator.	compute	
30. attitude	The student had a wonderful attitude.	attitude	
31. handle	The door handle was loose.	handle	Long /u/
32. puzzle	They completed the jigsaw puzzle.	puzzle	
33. awful	The engine made an awful sound.	awful	
34. auditorium	The band played in the auditorium.	auditorium	
35. already	My teacher already knows the answer.	already	
36. falling	The child kept falling down the stairs.	falling	Consonant– Final e & “le”
37. poodle	The black poodle loved to eat ice cream.	poodle	
38. duty	Do your duty to your country.	duty	
39. overdue	Your library book is overdue.	overdue	
40. flute	She played a silver flute.	flute	
41. brewing	The coffee is always brewing at her house.	brewing	/aw/
			Long /oo/

Spelling Patterns Lessons 1–28 Summative Assessment

42. looked	He looked older than he really was.	looked	Short /oʊ/ /oʊ/ (cow)
43. butcher	The local butcher was very skilled.	butcher	
44. poisoned	The chemical poisoned the water.	poisoned	
45. destroy	He had to destroy the work of art.	destroy	
46. crowded	This school is very crowded.	crowded	
47. counting	She began counting on her fingers.	counting	Consonant Digraphs
48. cartwheel	I could never do a proper cartwheel.	cartwheel	
49. hypothesis	The scientist's hypothesis was tested.	hypothesis	
50. graphics	The computer graphics were high quality.	graphics	
51. eyelashes	Her eyelashes were very long.	eyelashes	
52. channel	One television channel had a poor signal.	channel	r-controlled Hard y Consonant Doubling
53. alarm	A man set off the car alarm.	alarm	
54. theater	We went to the theater to see the play.	theater	
55. firmly	The student held the handle firmly.	firmly	
56. color	I can name every color of the rainbow.	color	
57. curling	She liked curling her hair with her fingers.	curling	/j/
58. yesterday	I think she called me yesterday.	yesterday	
59. committee	The committee finished its task.	committee	
60. cancelled	The network cancelled both shows.	cancelled	
61. badge	The sheriff wore his badge proudly.	badge	
62. stage	She almost fell off the stage.	stage	i before e
63. justify	How can you justify that expense?	justify	
64. briefly	I briefly talked it over with him.	briefly	
65. neighbor	My next door neighbor is very helpful.	neighbor	
66. receiving	Have you been receiving your emails?	receiving	
67. capture	Did the officer capture the prisoner?	capture	Hard/Soft c and g
68. coffee	The smell of fresh coffee was everywhere.	coffee	
69. cucumber	He likes cucumber in his salad.	cucumber	
70. procedure	The guard followed the procedure.	procedure	
71. cider	The apple cider was delicious.	cider	
72. cyclone	A terrible cyclone destroyed the fence.	cyclone	
73. gasoline	Is there enough gasoline in the tank?	gasoline	
74. agony	His face showed the agony of his decision.	agony	
75. gutter	The water drained down into the gutter.	gutter	
76. generous	The waiter received a generous tip.	generous	
77. ginger	My favorite cookies are ginger snaps.	ginger	
78. apology	An apology would certainly be appropriate.	apology	

Spelling Patterns Lessons 1–28 Summative Assessment

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. pleasant	The weather was pleasant today.	pleasant	
89. hopeless	Her situation seemed hopeless.	hopeless	
90. noticeable	His purple hair was quite noticeable.	noticeable	
91. changeable	Their attitudes were changeable day to day.	changeable	
92. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
93. courageous	I think what she did was very courageous.	courageous	
94. agreeing	I find myself agreeing with all his points.	agreeing	
95. canoeing	They went canoeing down the river.	canoeing	Drop/Keep Silent e
96. eyeing	The child was eyeing the chocolate cookies.	eyeing	
97. essential	It is essential to pay attention in school.	essential	
98. actual	She prefers the actual painting.	actual	
99. motion	There was a motion at our front door.	motion	
100. pitcher	The softball pitcher had great control.	pitcher	
101. initials	She carved her initials in the log.	initials	
102. peach	That peach does not look ripe.	peach	/ch/ and /sh/
103. brought	He brought enough food for everyone.	brought	
104. caught	She was caught by surprise.	caught	
105. although	I went, although I did not want to go.	although	
106. toughen	Walking barefoot helped toughen his feet.	toughen	ough/augh
107. kitten	The kitten was very playful.	kitten	
108. kettle	The red kettle on the stove was pretty.	kettle	
109. company	I didn't know we were having company.	company	
110. culture	Studying one's culture is interesting.	culture	
111. career	She prepared for a rewarding career.	career	
112. quickly	He quickly left the game when it was over.	quickly	Starting/ Ending /k/
113. basic	I like the basic ice cream flavors best.	basic	
114. cherries	The tree was loaded with cherries.	cherries	
115. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	Change/ Keep y
116. spying	My little sister was spying on my friends.	spying	
117. already	I had already finished my homework.	already	
118. awful	The music was simply awful.	awful	Schwa /

Spelling Patterns Lessons 1–28 Summative Assessment

119. tollbooth	The paid two dollars at the tollbooth.	tollbooth	
120. buffalo	The buffalo snorted and stomped.	buffalo	
121. hissing	The snake made a hissing noise.	hissing	Double
122. buzzer	She pressed the buzzer to answer.	buzzer	if s...
123. Spell the plural of <i>belief</i>	<i>belief</i>	<i>belief</i>	
124. Spell the plural of <i>tornados</i>	<i>tornados</i>	<i>tornados</i>	
125. Spell the plural of <i>woman</i>	<i>woman</i>	<i>woman</i>	Irregular
126. Spell the plural of <i>sheep</i>	<i>sheep</i>	<i>sheep</i>	Plurals

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 127 is *they'd* *they'd* I think they'd already known about this. *they'd*

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

127. they'd	I think they'd already known about this.	they'd	
128. where's	I hope they can tell where's the problem.	where's	
129. she'll	He said she'll call him right away.	she'll	
130. let's	Now let's relax awhile.	let's	
131. 'til	Do not open the gift 'til your birthday.	'til	Contractions
132. sword	The knight drew his sword.	sword	
133. sign	He forgot to stop at the stop sign.	sign	
134. calming	She had a very calming voice.	calming	
135. hour	The midnight hour soon approaches.	hour	
136. ghost	Some people say they've seen a ghost.	ghost	
137. psychic	She thinks she has psychic powers.	psychic	
138. sandwich	A sandwich makes a nutritious lunch.	sandwich	
139. depot	The train depot was at the edge of town.	depot	
140. doubted	He doubted that she was listening.	doubted	Silent Letters

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 or spelling pattern.

SPELLING WORDS

1. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict

/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 Vowels

Spelling Focus

The long vowels are /ā/, /ē/, /ī/, /ō/, and /ū/. Long vowel sounds are found anywhere within a syllable. If the vowel is at the end of a syllable, it is usually a long vowel sound. Long vowels each have more than one spelling.

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

SPELLING WORDS

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify

/ā/

/ē/

/ī/

/ō/

/ū/

SPELLING TIPS

Syllable Rule

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



Lesson #3 Consonant-Final *e* and “le”

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 silent final *e* spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel *u* “u_e,” and long /oo/ as in *rooster*.

When “le” follows a consonant, it has a schwa short /ũ/ or /ĩ/ 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: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. tribute
2. stolen
3. brute
4. meanwhile
5. muted
6. graceful
7. revere
8. kite
9. rarely
10. probe
11. convene
12. whine
13. altitude
14. careful
15. merely
16. useful
17. scenery
18. alone
19. safety
20. rudely

a_e

e_e

i_e

o_e

Long Vowel *u* (/ũ/)

Long /oo/ as in *rooster*

u_e

u_e

ble

dle

gle

ple

tle

zle



Lesson #4 Diphthongs (Two Sound Vowels)

Spelling Focus

Diphthongs make two sounds for a vowel combination. The /oi/ as in *oil* is spelled “oi” and “_oy.” The /ow/ as in *cow* is spelled “_ow” and “ou_.” Most people can hear and feel the two sounds in these diphthongs.

English speakers say some vowel combinations differently. Some say them as two sounds, and others say them as one sound, but no matter how they are pronounced, they are spelled the same. The /aw/ as in *hawk* is usually spelled “aw” or “au.” The long /oo/ as in *rooster* is spelled “oo,” “u,” “_ue,” “u_e,” or “_ew.” The short /oo/ as in *wood* spelled “oo” and “_u_.”

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

SPELLING WORDS

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowder
15. audition
16. loudly
17. boycott
18. cruelly
19. fawn
20. cruise

/aw/

Long /oo/ as in *rooster*

_____	_____
_____	_____
_____	_____
_____	_____

Short /oo/
as in *woodpecker*

/oi/

_____	_____
_____	_____
_____	_____
_____	_____

/ow/

SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.



Lesson #5 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. tenth
2. whale
3. crush
4. bench
5. telegraph
6. munch
7. whisper
8. shift
9. phrase
10. booth
11. wherever
12. chance
13. fishing
14. throat
15. trophy
16. shack
17. whip
18. phantom
19. thinking
20. churn

wh

th

ph

sh

ch

SPELLING TIPS

What is a consonant blend or cluster?

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



Lesson #6 *r*-controlled Vowels

Spelling Focus

The “r” controls the sound of the vowel before it and also influences the sound of the vowel that follows. The *r*-controlled vowels are “ar,” “er,” “ir,” “or,” and “ur.”

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

SPELLING WORDS

1. encircle
2. enormous
3. angular
4. uranium
5. tiring
6. corporation
7. cigar
8. urgently
9. accelerate
10. irritate
11. charcoal
12. format
13. alert
14. sulfur
15. odor
16. ceremony
17. murmur
18. percentage
19. library
20. directly

ar

er

ir

or

ur

SPELLING TIPS

Why is the /er/ spelled differently in *theater* and *theatre*?

The first spelling is American; the second is British.



Lesson #7 **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. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy

Hard y Sound Long e /ē/

_ly

Long i /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 #8 Consonant Doubling

Spelling Focus

Double the consonant ending a base word or incomplete root when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete root 2. The base word or root 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. dugout
2. permitted
3. extended
4. reference
5. clearly
6. jumping
7. enchanted
8. popover
9. orbited
10. jungle
11. drifted
12. piloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. preference
18. overact
19. harness
20. fulfilled

Double the Consonant

No Vowel-Consonant at End of Base

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Free Base or Bound Base

SPELLING TIPS

Syllable Rule

Don't divide syllables between consonant digraphs and most consonant blends.



Lesson #9 /j/

Spelling Focus

At the beginning of a syllable, the /j/ is spelled with a “g” when followed by “e,” “i,” or “y” or a “j.” At the end of a syllable, the /j/ is spelled “dge” after short vowels and “ge” after other vowel sounds. The “gy” syllable is pronounced as /jē/.

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

SPELLING WORDS

1. language
2. adjective
3. judge
4. regiment
5. gymnastics
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. gypsum
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. Germany

_dge

_ge

j

ge

gi

gy



Lesson #10 *i* before *e*

Spelling Focus

The long *i* sound (/ī/) can be spelled as “_ie.” The long *e* sound (/ē/) is usually spelled as “_ie,” but is spelled as “_ei” following a *c* (“cei”). The long *a* sound (/ā/) can be spelled as “ei.” Of course every spelling rule has exceptions.

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

SPELLING WORDS

1. conceive
2. freight
3. relief
4. neither
5. seize
6. conceited
7. reins
8. field
9. leisure
10. forfeit
11. receipts
12. feint
13. perceived
14. heighten
15. niece
16. weighty
17. frontier
18. theirs
19. receiving
20. achieve

ie

cei

**ei sounding
like /ā/**

Exceptions



Lesson #11 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. courageous
2. customize
3. candle
4. license
5. citizenship
6. recycle
7. cinema
8. occur
9. capable
10. emergency
11. cereal
12. contend
13. fluency
14. casting
15. customer
16. content
17. certainly
18. cabbage
19. citation
20. costume

ca

co

cu

ce

ci

cy



Lesson #12 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. legality
2. gory
3. legend
4. guarantee
5. guppy
6. government
7. organization
8. doggy
9. gurgle
10. strategy
11. gobble
12. tragedy
13. alligator
14. ecology
15. obligation
16. technology
17. agony
18. generous
19. regulation
20. gemstone

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 /g/ as in *gem*.



Lesson #13 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 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. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. superheroes
18. televisions
19. echoes
20. canoes

Just Add an “s”

(Root Doesn’t End in o or y)

Root Ending in Vowel

before o

Root Ending in Vowel before y

Root Ending in Consonant before o



Lesson #14 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. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mooses
20. lives

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 #15 Drop or Keep Final e

Spelling Focus

Drop the *e* (have-having) at the end of a syllable if the suffix begins with a vowel. Keep the *e* (close-closely) when the suffix begins with a consonant. Also keep the final *e* when the base ends in a soft /c/ or /g/ sound and is followed by a “ous” or “able” suffix (gorgeous, peaceable). Also keep the final *e* when the base ends in “ee”, “oe”, or “ye” (freedom, shoeing, eyeing).

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

SPELLING WORDS

1. judgment
2. canoeing
3. traceable
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. changeable
17. likeness
18. noticeable
19. chargeable
20. purity

Drop *e* When Suffix (other than able or ous) Begins with a Vowel

Keep *e* When Suffix Begins with Consonant

Keep *e* After Soft *c* or *g* when before able or ous

Keep *e* When Base Ends in ee, oe, or ye

Exception



Lesson #16 /ch/ and /sh/

Spelling Focus

The /ch/ and /sh/ sounds have many different spellings. The /ch/ is almost always spelled “ch” at the beginning of a word. Frequently, the /ch/ is spelled “ch” when following an “n.” The /ch/ is usually spelled “tch” at the end of a syllable when following a short vowel. The “t” spelling is usually pronounced /ch/ when beginning a suffix, such as in “tual” or “tuous.”

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

SPELLING WORDS

1. lunch
2. coach
3. match
4. mutual
5. punch
6. residential
7. pitcher
8. spiritual
9. Chinese
10. bench
11. presidential
12. actual
13. peach
14. chime
15. lotion
16. scratch
17. condition
18. chest
19. teacher
20. virtuous

ti_

tu_

_nch

_tch

ch_

_ch



Lesson #17 “ough” and “augh”

Spelling Focus

The “ough” and “augh” can both spell the /aw/ or short /ɔ̃/ sounds. Additionally, the “ough” can spell the long /ō/ as in *sourdough*, long /oo/ as in *through*, and short /ũ//f/ as in *enough*.

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

SPELLING WORDS

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught

/ɔ̃/ ough

/ɔ̃/ augh

/ō/ ough

/ũ//f/ ough

Exceptions

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings and some are not pronounced.



Lesson #18 Starting and Ending /k/

Spelling Focus

The spelling of the starting /k/ sound often depends upon the letter which follows. The “k” spelling usually begins syllables when the letters “e” or “i” follow as in *Ken* or *kiss*. The “c” spelling usually begins syllables when the letters “a,” “o,” or “u” follow as in *cash*, *cot*, or *cut*.

The ending /k/ sound is rarely spelled with a “k.” Most often when the syllable is accented, the /k/ sound is spelled with a “ck” as in *chicken*. But when the syllable is unaccented, the /k/ sound is spelled with a “c” as in *panic*.

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

SPELLING WORDS

1. company
2. ketchup
3. kitten
4. career
5. kerosene
6. curves
7. sickening
8. kindle
9. calorie
10. quickly
11. cavern
12. trucker
13. culture
14. counter
15. mosaic
16. custodian
17. kettle
18. kidney
19. basic
20. compact

ki_

ke_

co_

cu_

ca_

Accented

_ck

Unaccented _c



Lesson #19 Change or Keep the Final y

Spelling Focus

Keep the final y at the end of a syllable y when adding a suffix if the base ends in a vowel, then the y (delay-delayed), or if the suffix begins with an i (copy-copying). Change the y to i when adding a suffix if the base ends in a consonant, then a y (pretty-prettyest).

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

SPELLING WORDS

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying

Change the Final y to i When the y Follows a Consonant	Keep the Final y When the y Follows a Vowel
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Keep the Final y After a Consonant When the Suffix Begins with i	Exceptions
_____	_____
_____	_____
_____	_____



Lesson #20 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 /ŭ/.

When an *l* ends a syllable or a suffix, it controls the vowel before it, making the vowel a short /ŭ/ schwa sound.

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

SPELLING WORDS

1. corporal
2. label
3. fulfill
4. pencil
5. unusual
6. helpful
7. camel
8. totally
9. colorful
10. locally
11. spoonful
12. tonsils
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. level
20. lentils

al

ful

el

il



Lesson #21 Double l-f-s-z

Spelling Focus

The letters *l*, *f*, *s*, and *z* are usually doubled when they follow a short vowel sound at the end of a syllable as in *bell*, *cuff*, *pass*, and *buzz*.

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

SPELLING WORDS

1. cufflinks
2. evil
3. bullish
4. hissing
5. buzzer
6. grass
7. rollback
8. Yellowstone
9. quiz
10. fizzing
11. tollbooth
12. buffalo
13. whiz
14. fuzz
15. cussing
16. jazz
17. bluff
18. disappear
19. gloss
20. fluffy

_ll

_ff

_ss

_zz

Exceptions

SPELLING TIPS

Are there any exceptions?

yes, plus, if, this, bus, gas, us to name a few...



Lesson #22 Irregular Plurals

Spelling Focus

Some plurals do not follow the plural rules. Irregular plurals mostly 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 spelling pattern.

SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

"_fs," Not "_ves"

Consonant before "os"

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

s Not at End
of Word

Same Singular and
Plural Form

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vowel Changes from
Singular to Plural

"en" Ending

_____	_____
-------	-------



Lesson #23 Contractions: had, is, will

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 *had*, *is*, and *will*.

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

SPELLING WORDS

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll

had

is

will

Others



Lesson #24 Silent Letters

Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling.

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

SPELLING WORDS

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

w

gn

lm

h

gh

p

d

t

b



Lesson #25 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. height
2. chocolate
3. build
4. answer
5. no one
6. rhythm
7. because
8. floor
9. eyelash
10. separate
11. whose
12. island
13. course
14. tomorrow
15. among
16. Wednesday
17. there
18. thorough
19. toward
20. together

toward	there
among	course
whose	eyelash
because	answer
chocolate	height
build	no one
rhythm	floor
separate	island
tomorrow	Wednesday
together	thorough



Lesson #26 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. adapt/adopt
2. allude/elude
3. illicit/elicit
4. desert/dessert
5. ally/alley
6. altar/alter
7. persecute/
prosecute
8. capital/capitol
9. cession/session
10. course/coarse
11. assistance/
assistants
12. further/farther
13. coral/choral
14. forth/fourth
15. interstate/
intrastate
16. allusion/illusion
17. plum/plumb
18. proceeding/
preceding
19. file/aisle
20. lead/led

Vowel Difference

Prefix Difference

Consonant Difference



Lesson #27 Greek and Latin “i(n)” and “an” Prefixes

Spelling Focus

The “i(n)” and “an” prefixes mean *not*. The “i(n)” prefix changes the “n” to “m,” “l,” and “r” to make the following base easier to pronounce. The “i(n)” can also change to an “un.” The “an” prefix also means *not* and can also be spelled as “a.”

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

SPELLING WORDS

1. invalid
2. immature
3. impossible
4. atheist
5. illegal
6. improbable
7. anarchy
8. unnecessary
9. immortal
10. inoperable
11. imperfect
12. irregular
13. inaccurate
14. anemia
15. unable
16. illogical
17. irresponsible
18. atrophy
19. immovable
20. unacceptable

in

im(m)

im(p)

un

il(l)

ir(r)

an (before vowel)

a (drops *n* before consonant)



Lesson #28 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 that includes the same root.

SPELLING WORDS

1. **gratitude**
2. **mortal**
3. **visit**
4. **capital**
5. **vagrant**
6. **vertical**
7. **procedure**
8. **consist**
9. **muted**
10. **democrat**
11. **monitor**
12. **suburb**
13. **adventure**
14. **consent**
15. **animation**
16. **chronological**
17. **synonym**
18. **complicate**
19. **civilization**
20. **consonant**

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 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 22:38 “Slow Version” [audio file](#)

Diagnostic Spelling Assessment 17:26 “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](#) 22:32 “Slow Version” audio file

[Diagnostic Spelling Assessment Google Form](#) 17:26 “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](#).



[illegible]

[illegible]

[illegible]

Diagnostic Spelling Assessment Mastery Matrix

[illegible]

Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the kindergarten–seventh grade sound-spelling patterns. Each worksheet focuses on one spelling pattern and includes sound-spelling example words, a spelling sort, rhymes or book searches, word jumbles, a short writing application, and a brief formative dictations assessment.

Each of these 79 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 79 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 formative assessments 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.



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. _le
44. u
45. _w

no Sound as in *woodpecker*

46. 00
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*

Soft y

65. Long /i/
66. Long /e/

Consonant Doubling

67. Doubled
68. Not Doubled

j

69. “dge”
70. “ge”

“ie”/“ei”

71. “ie”
72. “ei”

Sound-Spelling Patterns Scope and Sequence

Plurals

- 73. Add *s* after Vowel-o and *y*
- 74. Add “es” after /x/, /ch/, /sh/, /s/, and /z/
- 75. Change *y* to *i* and add “es”
- 76. Change “fe” to “ves”
- 77. Irregular Plurals

Silent Letters

- 78. “mb”
- 79. “gn”



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	rumor	luck
mutant	brunch	skunk	music	rusty	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
locker

shock
route

pots
loop

tonight
hope

boat
monster

onto
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
kettle

best
neighbor

stretch
beg

perceive
greet

credit
met

meat
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	cranky	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
spread

early
measure

ready
speak

pear
meant

beautiful
deal

pleasant
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	_____	eespkkae*	_____

*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
dude

mule
rebuke

rude
commune

attitude
altitude

dune
tune

indicate
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	crude
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 _____

eltfu _____ 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
rose

posies
lose

dose
loose

used
toes

goose
close

please
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
label

angel
camel

raffle
carousel

mantle
mantel

stable
funnel

ladle
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	close	revolve

v Sound “_ve” Spellings

Other “v” Spellings

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

vahe _____ vomde _____

vitemo _____ cevere* _____

*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	tch
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.

ihwtw _____ 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.

twah _____ 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
rain

weigh
cable

pale
baby

nation
caught

playful
marble

nature
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. ____
_____ 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
explain

mainly
late

eight
reign

straight
basic

hair
saying

braid
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
their

receive
believed

conceive
retrieve

sleigh
receipt

rein
heir

weigh
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 _____ ograbhenis* _____

*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
reach

early
measure

ready
fever

detail
meant

revis
predict

reading
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. _____

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	_____	freeree*	_____

*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	neighbor	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. ____

_____ 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
cyclone

early
country

ready
horrify

sly
untying

beauty
berry

fairy
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
reach

early
pleasure

heavy
speak

leaves
feather

beautiful
wear

reading
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	radio
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. ____

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
pies

untie
copied

fries
tried

died
science

believe
pieces

conceive
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. _____

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	crow
moisture	stool	store	coated	soar	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	_____	otcpto*	_____

*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	glowing	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	_____	tnebu	_____
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	valve	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	_____	bbcuraee*	_____

*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	clues
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. _____

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
truly

butcher
duties

spun
prudent

Pluto
super

beautiful
tunic

fueling
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 _____ dstuetn _____

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
blew

sew
fewer

knew
chewing

threw
pew

flew
dew

jewels
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. _____

_____ 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	pussycat
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	_____	wovel	_____
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	oboes	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
straw

awkward
also

drawing
caught

although
yawned

above
master

crawl
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. ____

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. _____

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	faller	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
thirty

curtain
sharp

fern
bored

hurled
charming

jerky
germ

clerk
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. _____

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*.

SORT Write each word in the correct column.

spurt
cursing

start
dirty

stern
thirsty

shirt
twirl

squir
germs

portable
whirl

er Sound “ir” Spellings

Other Sound Spellings

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

tisr _____ rmuisq _____

irdht _____ 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	firmlly

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”

FOCUS The *or* sound heard in *orca* can be spelled “or” as in *orange*.

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” spelling found in each jumbled word.

ertyfo _____ bwrnen _____

rtso _____ 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
kitchen

lacy
snorkel

cinnamon
cider

cedar
panic

capital
check

cent
cyclone

Hard *c* Spellings

Other Sound Spellings

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

ctahe _____ ccbreumu _____
nnkel _____ mcktaeech* _____

*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 #65

Soft y Long /e/

FOCUS The soft /y/ sound heard in *eagle* can be spelled “y” as in *slowly*.

SORT Write each word in the correct column.

deny	early	ready	goodbye	party	journey
happy	today	bicycle	yesterday	myself	orally

Soft y Long /e/ Spellings

Other y Spellings

SEARCH In a book find four soft /y/ and long /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. ____

JUMBLE Write the word with the soft /y/ sound long /e/ spelling found in each jumbled word.

rlindfey _____ ahnyd _____

nkmoey _____ obybsiht* _____

*Bonus

WRITE Compose a sentence using two of your own soft /y/ sound long /e/ spelling words.



Spelling Pattern Worksheet #66

Soft y Long /i/

FOCUS The soft /y/ sound heard in *ibex* can be spelled “y” as in *by*.

SORT Write each word in the correct column.

really	tardy	rely	cyclone	beauty	justify
baby	spying	attorney	glorify	lately	dying

Soft /y/ sound Long /i/ Spellings

Other “y” Spellings

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

SEARCH In a book find four words with soft /y/ long /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. _____

JUMBLE Write the word with the soft /y/ long /i/ spelling found in each jumbled word.

cingry	_____	pryel	_____
sujfyti	_____	rlunydieng*	_____

*Bonus

WRITE Compose a sentence using two of your own soft /y/ long /i/ spelling words.

_____.



Spelling Pattern Worksheet #67

Double Consonant before Suffix

FOCUS Double the consonant ending a base word or incomplete root when adding on a suffix if *all three* of these apply: 1. The accent is on the ending base word or incomplete root (com/mít) 2. The base word or root ends in a vowel then a consonant (commit) 3. The suffix begins with a vowel (commit + ed = committed).

SORT Write each word in the correct column.

drummer
entered

prediction
hopeless

unfairness
permitted

stopping
baggage

Double Consonant before Suffix

No Double Consonant before Suffix

SEARCH In a book find four words with double consonant before the suffix spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____
_____ p. _____ p. _____

JUMBLE Write the word with the double consonant spelling found in each jumbled word.

tetgnil _____ naccleeld _____

npohpig _____ utoitewtd* _____

*Bonus

WRITE Compose a sentence using two of your own double consonant before the suffix spelling words.



Spelling Pattern Worksheet #68

Single Consonant before Suffix

FOCUS Keep a single consonant ending for a base word or incomplete root when adding on a suffix if *any* of three of these apply: 1. The accent is on the first syllable of a multi-syllabic word (fór/est-forested) 2. The base word or root ends in two consonants (park-parking) 3. The suffix begins with a consonant (commitment).

SORT Write each word in the correct column.

biggest
suffering

equipment
admitted

weakness
batteries

convention
shocking

Single Consonant before Suffix

Double Consonant before Suffix

SEARCH In a book find four words with single consonant before suffix spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____
_____ p. _____ p. _____

JUMBLE Write the word with the single consonant before suffix spelling found in each jumbled word.

nitiwag _____ satbeld _____

reouislsy _____ voengremnt* _____

*Bonus

WRITE Compose a sentence using two of your own single consonant before suffix spelling words.



Spelling Pattern Worksheet #69

/j/ “_dge”

FOCUS The ending /j/ is spelled as “_dge” following a short vowel sound (bădġe).

SORT Write each word in the correct column.

judge	badge	language	magic	ledge	marge
ridge	adjust	eject	adjective	fudge	dodge

/j/ “_dge” Spellings

Other /j/ Spellings

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

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

JUMBLE Write the word with the /j/ “_dge” spelling found in each jumbled word.

elgepd	_____	gfted	_____
dloge	_____	ujimsgde*	_____

*Bonus

WRITE Compose a sentence using two of your own /j/ “_dge” spelling words.



Spelling Pattern Worksheet #70

/j/ “ge”

FOCUS The ending /j/ is spelled as “_ge” following any vowel sound other than a short vowel sound (page, rouge).

SORT Write each word in the correct column.

wages

budget

gauge

large

confusion

gorgeous

perjury

logic

region

hedge

reject

energy

/j/ “_ge” Spellings

Other /j/ Spellings

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

_____ p. _____ p. _____

_____ p. _____ p. _____

JUMBLE Write the word with the /j/ “_ge” spelling found in each jumbled word.

greu _____ eguh _____

gamci _____ tagnocuosi* _____

*Bonus

WRITE Compose a sentence using two of your own /j/ “_ge” spelling words.



Spelling Pattern Worksheet #71

“_ie”

FOCUS The long *e* sound (/ē/) is usually spelled as “_ie” (piece). The long *i* sound (/ī/) can also be spelled as “_ie” (pie).

SORT Write each word in the correct column.

fries	tied	relief	field	lied	niece
replies	frontier	achieve	tries	cried	belief

Long /e/ “_ie” Spellings

Long /i/ “_ie” Spellings

SEARCH In a book find four words with “_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. ____

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

esrid	_____ sielf	_____
lyied	_____ sudsierntni*	_____

*Bonus

WRITE Compose a sentence using two of your own “_ie” spelling words.



Spelling Pattern Worksheet #72

“ei”

FOCUS The long *e* sound (/ē/) is spelled as “_ei” following a *c* (receive). The long *a* sound (/ā/) can also be spelled as “ei” (eight).

SORT Write each word in the correct column.

weight	conceive	neighbor	reins	perceive	conceit
ceiling	deceit	their	sleigh	feint	receipt

Long /e/ “_ei” Spellings

Long /a/ “ei” Spellings

SEARCH In a book find four words with “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. _____

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

eviecer _____ eednrier _____

hgeentie _____ ecedvire* _____

*Bonus

WRITE Compose a sentence using two of your own “ei” spelling words.



Spelling Pattern Worksheet #73

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

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

SORT Write each word in the correct column.

rodeos
alleys

ratios
jerseys

subways
bellboys

Fridays
stereos

guy
videos

duos
trios

Vowel-“o” Plural Spellings

Vowel-“y” Plural Spellings

SEARCH In a book find four words with vowel-*o* and *y* plurals that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____ p. _____

_____ p. _____ p. _____

JUMBLE Write the word with the vowel-*o* and *y* plurals found in each jumbled word.

ptaois _____ duaois _____

yskenod _____ drysouorc* _____

*Bonus

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



Spelling Pattern Worksheet #74

Add “es” after /x/, /ch/, /sh/, /s/, and /z/ to Form Plurals

FOCUS Form plurals by adding “es” onto nouns ending in /x/ (boxes), /ch/ (riches), /sh/ (lashes), /s/ (roses), and /z/ (fizzes).

SORT Write each word in the correct column.

taxes	glasses	fizzes	states	houses	changes
gloves	times	ladies	hives	axes	beaches

/x/, /ch/, /sh/, /s/, and /z/ Spellings

Other “es” Plural Spellings

SEARCH In a book find four words with /x/, /ch/, /sh/, /s/, or /z/ 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 /x/, /ch/, /sh/, /s/, or /z/ spelling found in each jumbled word.

xosef	_____	hsased	_____
sawex	_____	waesshrac*	_____

*Bonus

WRITE Compose sentences using each of the /x/, /ch/, /sh/, /s/, and /z/ spelling words.



Spelling Pattern Worksheet #75

Change Consonant-“y” to “i” and add “es” to Form Plurals

FOCUS For nouns ending in a consonant then a “y” change the “y” to an “i” and add “es” (companies). For nouns ending in a consonant then an “o” add “es” (stereos).

SORT Write each word in the correct column.

tomatoes	berries	superheroes	policies	lassoes	maisies
batteries	bodies	echoes	canoes	fairies	oboes

Change y to i and add “es”

Consonant-“o” add “es”

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEARCH In a book find two words with consonant-“y” changed to “ies” and two words with consonant-“o” then “es” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. _____	_____ p. _____
_____ p. _____	_____ p. _____

JUMBLE Write the words with with consonant-“y” changed to “ies” and the words with consonant-“o” then “es” spellings found in each jumbled word.

tesiu	_____	odes	_____
sehos	_____	viesaacnc*	_____

*Bonus

WRITE Compose a sentence using a consonant-“y” changed to “ies” and one consonant-“o” then “es” spellings.



Spelling Pattern Worksheet #76

Change “fe” to “ves” to Form Plurals

FOCUS For nouns ending in /f/, change the “f” to “v” and add “es” onto the end to form plurals (knives).

SORT Write each word in the correct column.

thieves	services	activities	themselves	families	shelves
supplies	machines	vehicles	leaves	wolves	calves

Change “fe” to “ves” Spellings

Other “es” Spellings

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

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

JUMBLE Write the word with the change “fe” to “ves” spelling found in each jumbled word.

viles _____ oohves _____

vesseroul _____ wdavrse* _____

*Bonus

WRITE Compose a sentence using two of your own change “fe” to “ves” spelling words.



Spelling Pattern Worksheet #77

Irregular Plurals

FOCUS English has many irregular plural spellings. The irregular plurals change the vowel of the singular noun (man–men); they change the word (person–people); they change the ending of the singular noun (cactus–cacti); or they keep the same spelling as the singular noun (deer–deer).

SORT Write each word in the correct column.

selves	women	bookcases	children	berries	treetops
alumni	sheep	boxes	fish	churches	matrices
Irregular Plural Spellings			Regular Plural Spellings		

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

_____ p. _____	_____ p. _____
_____ p. _____	_____ p. _____

JUMBLE Write the word with the irregular plural spelling found in each jumbled word.

eerd _____ xoen _____

ceim _____ ppenaceids* _____

*Bonus

WRITE Compose a sentence using two of your own irregular plural spelling words.



Spelling Pattern Worksheet #78

Silent Vowel Letters

FOCUS English has many silent vowel letter spellings (juice).

SORT Write each word in the correct column.

aisle	growl	poison	mountain	great	feud
balloon	wooden	jeopardy	guess	daughter	laugh

Silent Vowel Letters

Other Spellings

SEARCH In a book find four words with silent 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. ____

JUMBLE Write the word with the silent vowel spelling found in each jumbled word.

obmt	_____	raeb	_____
tuifr	_____	oppeel*	_____

*Bonus

WRITE Compose a sentence using two of your own silent vowel spelling words.



Spelling Pattern Worksheet #79

Silent Consonant Letters

FOCUS English has many silent consonant letter spellings (comb).

SORT Write each word in the correct column.

bomb	scene	shepherd	sign	thirteen	kitchen
awhile	through	ghost	howled	column	answer

Silent Consonant Spellings

Other Spellings

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

_____ p. _____	_____ p. _____
_____ p. _____	_____ p. _____

JUMBLE Write the word with the silent consonant spelling found in each jumbled word.

nokt _____ lkat _____

elosnm _____ stnoebmot* _____

*Bonus

WRITE Compose a sentence using two of your own silent consonant spelling words.



Spelling Pattern Worksheet Answers

Spelling Sort #1

clutch touch
stuff dune
luck rumor
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 groan
alone soap
stones though
explode stove
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	slime

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
bathroom	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
graphic	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
gray	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 #26

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

Jumble #26

beef freely
seek referee

Spelling Sort #27

deceive weigh
conceive reins
receipt sleigh
perceive theirs
receiving neighbor
conceit bride

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #28

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

Jumble #28

duty mighty
lady completely

Spelling Sort #29

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

Jumble #29

meat clean
dreary pleased

Spelling Sort #30

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

Jumble #30

media medium
lenient trivia

Spelling Sort #31

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

Jumble #31

pirate tricycle
Bible silent

Spelling Sort #32

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

Jumble #32

sight bright
higher delightful

Spelling Sort #33

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

Jumble #33

crying cyclone
justify myself

Spelling Sort #34

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

Jumble #34

died tied
cries untried

Spelling Sort #35

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

Jumble #35

ocean also
lotion obesity

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
tulip	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

dentist	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	work
burst	perspire
curls	thirst
church	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	start
dirty	stern
thirsty	portable
twirl	cursing
whirl	germs

Jumble #58

stir	squirm
third	chirping

Spelling Sort #59

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

Jumble #59

charm	starting
shark	charcoal

Spelling Sort #60

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

Jumble #60

forty	newborn
sort	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 #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 Sort #64

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

Jumble #64

gems general
giant gymnasium

Spelling Sort #65

early deny
ready goodbye
party today
journey bicycle
happy yesterday
orally myself

Jumble #65

friendly handy
monkey hobbyist

Spelling Sort #66

rely really
cyclone tardy
justify beauty
copying baby
glorify attorney
dying lately

Jumble #66

crying reply
justify underlying

Spelling Sort #67

drummer prediction
stopping unfairness
permitted entered
baggage hopeless

Jumble #67

letting cancelled
hopping outwitted

Spelling Sort #68

equipment biggest
weakness suffering
convention admitted
shocking batteries

Jumble #68

waiting blasted
seriously government

Spelling Sort #69

judge language
badge magic
ledge charge
ridge adjust
fudge eject
dodge adjective

Jumble #69

pledge fidget
lodge misjudge

Spelling Sort #70

pages budget
gauge conjunction
large perjury
gorgeous ledge
logic reject
region energy

Jumble #70

urge huge
magic contagious

Spelling Sort #71

relief fries
field tied
niece lied
frontier replies
achieve tries
belief cried

Jumble #71

dries flies
yield industries

Spelling Sort #72

conceive weight
perceive neighbor
conceit reins
ceiling their
deceit sleigh
receipt feint

Jumble #72

receive reindeer
eighteen deceiver

Spelling Pattern Worksheet Answers

Spelling Sort #73

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

Jumble #73

patios	audios
donkeys	corduroys

Spelling Sort #74

taxes	states
glasses	houses
fizzes	changes
ladies	gloves
hives	times
axes	beaches

Jumble #74

foxes	dashes
waxes	carwashes

Spelling Sort #75

berries	tomatoes
stories	superheroes
marries	lassoes
batteries	echoes
factories	canoes
fairies	ooes

Jumble #75

duties	does
shoes	vacancies

Spelling Sort #76

thieves	services
themselves	activities
shelves	families
leaves	supplies
wolves	machines
calves	vehicles

Jumble #76

lives	hooves
ourselves	dwarves

Spelling Sort #77

women	selves
children	bookshelves
alumni	berries
sheep	treetops
fish	boxes
matrices	churches

Jumble #77

deer	oxen
mice	appendices

Spelling Sort #78

aisle	growl
mountain	poison
great	feud
jeopardy	balloon
guess	wooden
laugh	daughter

Jumble #78

tomb	bear
fruit	people

Spelling Sort #79

bomb	shepherd
scene	thirteen
sign	kitchen
ghost	awhile
column	through
answer	howled

Jumble #79

knot	talk
solemn	tombstone



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.**

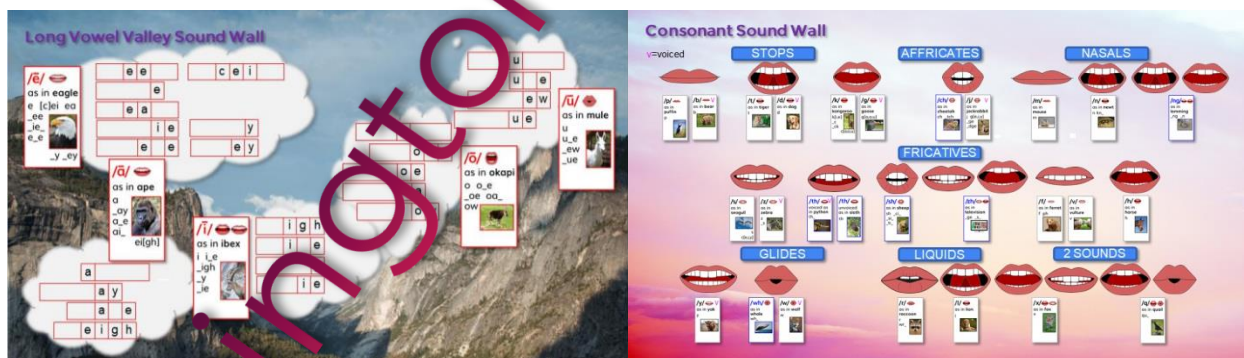
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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

Tight Smile

Short Schwa

Puckered Lips

Slightly Opened

Long Schwa

Fully Opened

/ē/
as in eagle
e (c)ei ea
_ee
_ie
e_e
_y _ey

/ĭ/
as in pig
i
_y

/ā/
as in ape
a
_ay
a_e
ai_ eigh

/ē/
as in gecko
e _ea

/ĕ/
as in badger
e

/oi/
as in koi
oi_ _oy

/ow/
as in cow
_ow
ou_

/ī/
as in ibex
i i_e
_igh
_y
_ie

/ō/
as in hawk
ow
ough(t)
ou
o(t)
o(t)

/ō/
as in otter
o

/ū/
as in mule
u
u_e
_ew
_ue

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

/oo/
as in woodpecker
oo
u

/ō/
as in okapi
o o_e
oe oa ow

/ū/
as in buffalo
u

/er/
as in ermine
er
ir
ur

/ar/
as in shark
or

/or/
as in orca
or
ore

Short Vowel Valley Sound Wall

/ĭ/ 

as in pig

i
_y



	i	
	i	
	i	
	y	

/ĕ/ 

as in gecko

e _ea



	e	
	e	
	e	a
	e	a

/ă/ 

as in badger

a



	a	
	a	
	a	
	a	

/ŏ/ 

as in otter

o



	o	
	o	
	o	
	o	

/ŭ/ 

as in buffalo

u



	u	
	u	
	u	
	u	

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

l 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

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	i		
		a	i	i	

/aw/ 

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



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

/oo/ 

as in rooster
oo _ue _ui
u_e _ew u
_eu



/oo/ 

as in woodpecker
oo
u



Visual Watermark

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		



Visual Watermark

Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

NASALS

FRICATIVES

GLIDES

LIQUIDS

2 SOUNDS



/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(e)
_ck
c(a,o,u)

/g/ as in goose
g(a,o,u)
_ck



/ch/ as in cheetah
ch_tch

/j/ as in jackrabbit
j_gle_j
_ge_dge



/m/ as in mouse
m



/n/ as in newt
n_kn_



/ng/ as in lemming
_ng_n



/s/ as in seagull
s
c(e,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_
ti



/zh/ as in television
_ge_s_



/f/ as in ferret
f_ph

/v/ as in vulture
v_



/h/ as in horse
h_



/y/ as in yak
y_



/wh/ as in whale
wh_

/w/ as in wolf
w_



/r/ as in raccoon
r_wt_



/l/ as in lion
l_



/x/ as in fox
x_



/q/ as in quail
qu_



Visual Watermark

Consonant Sound Wall Stops

v=voiced



/p/ 
as in puffin
p



p	
p	
	p
	p

/b/  v
as in bear
b



b	
b	
	b
	b

/t/ 
as in tiger
t



t	
t	
	t
	t

/d/  v
as in dog
d



d	
d	
	d
	d

/k/ 
as in kangaroo
k[i,e]
_c
_ck
c[a,o,u]



k	i	
k	e	
	c	k
	c	k

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



g	a	
g	o	
g	u	
		g
		g

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
---	---

c	h	
---	---	--

	c	h
--	---	---

	t	c	h
--	---	---	---

j	
---	--

j	
---	--

j	
---	--

j	
---	--

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	

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

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	

Consonant Sound Wall Liquids



/r/

as in
raccoon

r
wr_

r	
r	
r	
r	



/l/

as in lion

l

l	
l	
	l
	l

Consonant Sound Wall 2 Sounds



/x/  
as in fox
x


	x
	x
	x

/q/  
as in quail
qu_


q	u	
q	u	
q	u	

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 in to the darkness.

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

I found it hard too 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

Wuns 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 corse, you were probally more suprired then I to here about the difficulties they where haveing.

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 those 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** **haveing**.

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 /ŭh/) 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 (/i/)	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	us	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	fast	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	cough	could
didn't	disappoint	does	doubt	early	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* (*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*).

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=kUpkxRFlvE8>



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
 dganihet
 tltgarger
 cblksro
 uchogin
 corpitsur
 cdhwnoout

Long a Sound

“a”
 “a_e”
 “ai_”
 “_ay”
 “ei”

stabled
 carefully
 straining
 betrayal
 freighter

dletbas
 yluflarec
 ginianrts
 tylaaebr
 hefrigret

Long e Sound

“[c]ei”
 “_ee”
 “ea”
 “_y”
 “i_e”
 “[c]ei”

believed
 meetings
 teacher
 leisnrcly
 tambourne
 ceinng

vdeeiellb
 mtsgniece
 srehaet
 ylurelies
 neuriboamt
 gincle

Long i Sound

“i”
 “i_e”
 “_igh”
 “_y”
 “_ie”

tricycles
 provided
 frightened
 beautify
 untied

ylcceirts
 dideprvo
 tndechgrif
 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

muleskiner

parachute

klsimkeah

ldeemocpt

rabsumnei

oelsmeon

nknresieuml

etuahcrpa

aw Sound

“aw”

“au”

“al”

“all”

awesome

auditorium

almost

smallest

ewaosme

tduaioimir

malsto

lamsselt

oo as in *rooster* Sound

“oo”

“u”

“u _ e”

“ _ ew”

“ _ ue”

toothache

cruising

attitude

unscrewed

barbecued

eoatthch

rciuisgn

tttiadeu

dweenuscr

ecduberab

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

oo as in *woodpecker* Sound

“oo”

“_u_”

understood

sugarless

ouorsdtten

ragulsse

oi Sound

“oi_”

“_oy”

poisonous

enjoyment

opensiuos

namtnojey

ow Sound

“_ow”

“ou_”

downtown

throughout

wnownotd

tughorutoh

Consonant Digraphs

“wh_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wdlrinhiw

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
 yreevhtng
 lyulaefcr
 iryfeet
 uoandgylpr

Non-phonetic Words

thorough
 Wednesday
 against
 thought
 beautiful

hghoorut
 dewsnedayd
 gantias
 hoghutt
 euatbfilu

Consonant Doubling

committee
 disappoint
 beginning
 Mississippi

mocmetei
 aioitnpsdp
 nnnngiibge
 ppssssiim

/j/ Sound

“_dge”
 “_ge”
 “j_”
 “ge_”
 “gi_”
 “gy”

baiges
 bandag
 jockrabbit
 generally
 gngantic
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “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
epeatoc
tnylrurce
eectryn
mnehanic
cdlyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
ggintei
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
seskcaooob

/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

lnmbpugn
ewgodnkl
ciifetnisc
restoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceacec
rirtthheee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
rapspdiea
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caiijldu
oeusgrgo
rtvnion