

GRADE 5

SPELLING & WORD STUDY

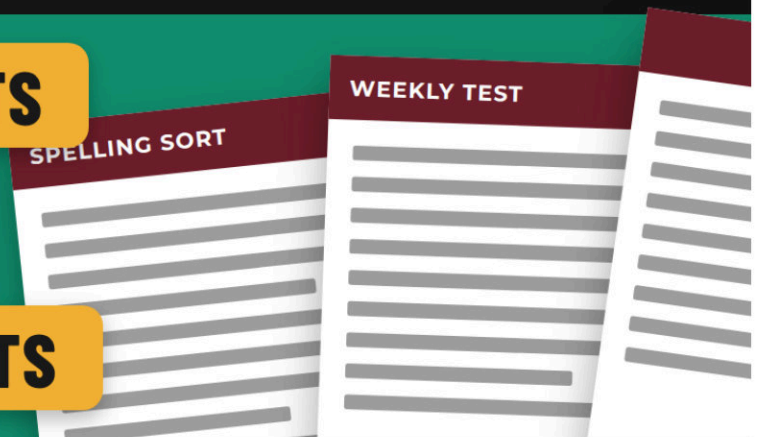
GRADE 5

SPELLING

WEEKLY SPELLING SORTS

PATTERN TESTS

DIAGNOSTIC WORKSHEETS



CATCH UP WHILE THEY KEEP UP
PENNINGTON PUBLISHING

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Differentiated Spelling Instruction Grade 5

Mark Pennington

Pennington Publishing
El Dorado Hills, CA

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Differentiated Spelling Instruction

Grade 5

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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 5 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 5 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.

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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=CFHDtnmM7U0>

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."

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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).

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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.

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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> /, /ē/, /ī/	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> /, /ē/, /ī/	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 /x/ /ch//sh//t//s//z/	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	View/Purchase Grade 5 Spelling	



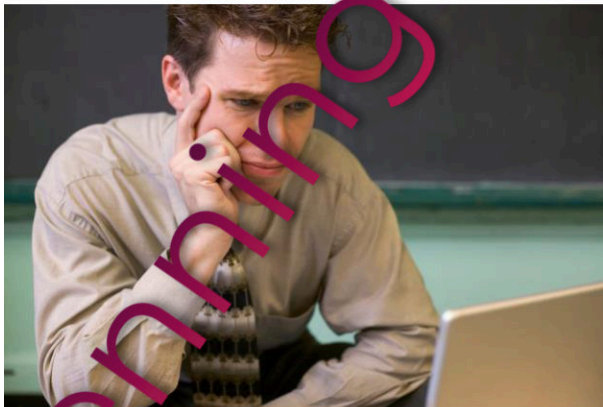
Grades 3–8 Spelling Scope and Sequence (Boldface Denotes Introductory Level)

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”	“_t” 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	SUMMA	View/Purchase Grade 5 Spelling	



Teacher Pages

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



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Spelling Patterns Test #1

1. **shout**
2. **church**
3. **graph**
4. **booth**
5. **why**
6. **fuel**
7. **moat**
8. **crate**
9. **strain**
10. **grunt**
11. **glad**
12. **middle**
13. **prime**
14. **plot**
15. **bread**
16. **scene**
17. **sigh**
18. **code**
19. **beast**
20. **mute**

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Lesson #1 Answers

Vowels and Consonant Digraphs

Spelling Focus

The common vowels are *a*, *e*, *i*, *o*, and *u*. However, other letters, such as *y*, can serve as vowels as well. Each has a short and a long sound. The final *e* at the end of a syllable is silent. Consonants and consonant digraphs (two letters with one sound such as “ch,” “ph,” “sh,” “th,” and “wh”) combine with vowels to form words.

SPELLING WORDS

1. shout
2. church
3. graph
4. booth
5. why
6. fuel
7. moat
8. crate
9. strain
10. grunt
11. glad
12. middle
13. prime
14. plot
15. bread
16. scene
17. sigh
18. code
19. beast
20. mute

/ă/ (not with “ph”)

glad

/ī/

middle

/ŭ/

grunt

/ē/

beast

/ō/

moat

“ch”

church

“sh”

shout

“wh” with /ī/

why

/ē/

bread

/ŏ/

plot

/ā/

strain

/ī/ (not with “y”)

sigh

/ū/

fuel

“ph” with /ă/

graph

“th”

booth

Consonant-Final *e*

crate

prime

scene

code

mute

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Spelling Patterns Test #2

1. suited
2. hooded
3. appointed
4. crew
5. ahoy
6. awning
7. sugary
8. issue
9. disjointed
10. wouldn't
11. countless
12. altogether
13. gauze
14. shroud
15. wooden
16. truly
17. dowry
18. royalty
19. grouse
20. pallbearer

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Lesson #2 Answers

Diphthongs

Spelling Focus

Diphthongs make two sounds for the vowel combination. The common /aw/ diphthongs are “aw,” “au,” “al,” and “all.” The /oo/ as in *rooster* diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “_u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.” The /oi/ as in *oil* diphthongs are “oi” and “_oy.” The /ow/ as in *cow* diphthongs are “_ow” and “ou_.”

SPELLING WORDS

1. suited
2. hooded
3. appointed
4. crew
5. ahoy
6. awning
7. sugary
8. issue
9. disjointed
10. wouldn't
11. countless
12. altogether
13. gauze
14. shroud
15. wooden
16. truly
17. dowry
18. royalty
19. grouse
20. pallbearer

/aw/

awning
altogether
gauze
pallbearer

Short /oo/ as in woodpecker

hooded
sugary
wouldn't
wooden

/ow/

countless
shroud
dowry
grouse

Long /oo/ as in rooster

suated
crew
issue
truly

/oi/

appointed
ahoy
disjointed
royalty

SPELLING TIPS

What are the blanks
in the spellings?

The blanks show
where there are
consonant sounds.

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Spelling Patterns Test #3

1. **artist**
2. **stirring**
3. **departed**
4. **burnt**
5. **whirring**
6. **sturgeon**
7. **circa**
8. **curry**
9. **startled**
10. **surname**
11. **charcoal**
12. **alarming**
13. **irrational**
14. **turntable**
15. **thirsty**
16. **irresistible**
17. **sparkle**
18. **carried**
19. **assure**
20. **concur**

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Lesson #3 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 r-controlled vowels are “ar,” “er,” “ir,” “or,” and “ur.”

SPELLING WORDS

1. artist
2. stirring
3. departed
4. burnt
5. whirring
6. surgeon
7. circa
8. curry
9. startled
10. surname
11. charcoal
12. alarming
13. irrational
14. turntable
15. thirsty
16. irresistible
17. sparkle
18. carried
19. assure
20. concur

ar

alarming
artist
sparkle
carried
charcoal
startled
departed

ur

burnt
surgeon
surname
curry
turntable
concur
assure

ir

stirring
irresistible
circa
thirsty
whirring
irrational

SPELLING TIPS

Why are these called “r-controlled vowels”?

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

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Spelling Patterns Test #4

1. drummer
2. imported
3. chosen
4. treatment
5. spinoff
6. tripped
7. lightly
8. matched
9. floorboard
10. dreadful
11. ordered
12. forgotten
13. backstroke
14. preventing
15. covered
16. stricter
17. motorist
18. bailout
19. faithful
20. regretted

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Lesson #4 Answers

Consonant Doubling

Spelling Focus

Double the consonant ending a base word or incomplete base when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete base 2. The base word or base ends in a vowel then a consonant 3. The suffix begins with a vowel.

SPELLING WORDS

1. drummer
2. imported
3. ch^ósen
4. treat^ment
5. spinoff
6. tripp^ed
7. lightl^y
8. match^ed
9. floorboard
10. dreadf^ul
11. ór^odered
12. forgott^en
13. backstroke
14. preventⁱng
15. có^overed
16. strict^er
17. mó^otorist
18. bailout
19. faithf^ul
20. regret^ted

Double the Consonant

drummer
tripp^ed
forgott^en
regrett^ed

Suffix Begins with Consonant

treat^ment
lightl^y
dreadf^ul
faithf^ul

Accent Not on Ending Free Base or Bound Base

ch^ósen
ór^odered
có^overed
mó^otorist

No Vowel-Consonant at End of Base

import^ed
match^ed
preventⁱng
strict^er

Compound Words

spinoff
floorboard
backstroke
bailout

SPELLING TIPS

Syllable Rule

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

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Spelling Patterns Test #5

1. received
2. eighty-eight
3. believer
4. legacies
5. conscience
6. misconceive
7. heir
8. achieve
9. sovereign
10. heist
11. deceit
12. fainted
13. perceiving
14. seize
15. briefly
16. neigh
17. cashier
18. weight
19. transceiver
20. fiend

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Lesson #5 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.”

SPELLING WORDS

1. received
2. eighty-eight
3. believer
4. legacies
5. conscience
6. misconceive
7. heir
8. achieve
9. sovereign
10. heist
11. deceit
12. feinted
13. perceiving
14. seize
15. briefly
16. neigh
17. cashier
18. weight
19. transceiver
20. fiend

ie (not after c)

believer
achieve
briefly
cashier
fiend

ei sounding like /ā/

eighty-eight
heir
feinted
neigh
weight

cei

received
misconceive
deceit
perceiving
transceiver

Exceptions

legacies
conscience
sovereign
heist
seize

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Spelling Patterns Test #6

1. **centennial**
2. **calibrate**
3. **gypsum**
4. **pentagon**
5. **engulf**
6. **converse**
7. **chronology**
8. **gathering**
9. **cutlery**
10. **garage**
11. **cunning**
12. **cadaver**
13. **regularly**
14. **coffin**
15. **excess**
16. **civilian**
17. **cynic**
18. **generation**
19. **goldsmith**
20. **gelatin**

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Lesson #6 Answers

Hard and Soft *c* and *g* 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*. The “g” followed by the 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. centennial
2. calibrate
3. gypsum
4. pentagon
5. engulf
6. converse
7. chronology
8. gathering
9. cutlery
10. garage
11. cunning
12. cadaver
13. regularly
14. coffin
15. excess
16. civilian
17. cynic
18. generation
19. goldsmith
20. gelatin

ca

calibrate

cadaver

cu

cutlery

cunning

ci

civilian

ga

gathering

garage

go

pentagon

goldsmith

gy

gypsum

chronology

co

converse

coffin

ce

centennial

excess

cy

cynic

ge

generation

gelatin

gu

engulf

regularly

View/Purchase Grade 5 Spelling



Spelling Patterns Test #7

1. thistles
2. saxes
3. displays
4. genres
5. fairies
6. sandwiches
7. beeves
8. does
9. allies
10. ambushes
11. fixes
12. glasses
13. scratches
14. galleys
15. radishes
16. businesses
17. bookshelves
18. quizzes
19. blazes
20. backhoes

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Lesson #7 Answers

Plurals

Spelling Focus

Most nouns form plurals by adding an “s” to the end of the word, including nouns which end in a vowel then a “y” or nouns which end in a vowel then an “o.” For nouns ending in a consonant then an “o” or for nouns ending in /x/, /ch/, /sh/, and /z/, add “es.” For nouns ending in a consonant then a “y,” change the “y” to an “i” and add “es.” For nouns ending in /f/, change the “f” to “v” and add “es” onto the end to form plurals.

SPELLING WORDS

1. thistles
2. saxes
3. displays
4. genres
5. fairies
6. sandwiches
7. beeves
8. does
9. allies
10. ambushes
11. fixes
12. glasses
13. scratches
14. galleys
15. radishes
16. businesses
17. bookshelves
18. quizzes
19. blazes
20. backhoes

Just Add an “s”

(Base doesn't end in o or y)

thistles
genres

Base Ending in Vowel before y

displays
galleys

Base Ending in /x/

saxes
fixes

Base Ending in /sh/

ambushes
radishes

Base Ending in /s/

glasses
businesses

Base Ending in

Consonant before y

fairies
allies

Base Ending in Consonant before o

does
backhoes

Base Ending in /ch/

sandwiches
scratches

Base Ending in /f/

beeves
bookshelves

Base Ending in /z/

quizzes
blazes

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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.

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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	Long /e/
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 /i/
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	Long /o/
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
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	Long /u/
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	Silent Final e
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	
32. attitude	The student had a wonderful attitude.	attitude	/aw/
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	Long /ool/
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	Long /ool/
41. brewing	The coffee is always brewing at her house.	brewing	

View/Purchase Grade 5 Spelling



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	ow/ (cow)
47. counting	She began counting on her fingers.	counting	
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	Consonant Digraphs
51. eyelashes	Her eyelashes were very long.	eyelashes	
52. channel	One television channel had a poor signal.	channel	
53. alarm	A man set off the car alarm.	alarm	
54. center	I travelled 12 miles to the town center.	center	r-controlled
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	
58. yesterday	I think she called me yesterday.	yesterday	Hard y
59. committee	The committee finished its task.	committee	
60. fighting	The children finally stopped fighting.	fighting	
61. badge	The sheriff wore his badge proudly.	badge	
62. stage	She almost fell off the stage.	stage	Doubling
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	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	Hard/Soft c and g
75. gutter	The water drained down into the gutter.	gutter	
76. practise	I practice my piano lesson daily.	practise	
77. ginger	My favorite cookies are ginger snaps.	ginger	
78. apology	An apology would certainly be appropriate.	apology	

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Spelling Patterns Lessons 1–7 Summative Assessment

- 79. Spell the plural of *radio*
- 80. Spell the plural of *monkey*
- 81. Spell the plural of *potato*
- 82. Spell the plural of *shoebox*
- 83. Spell the plural of *beach*
- 84. Spell the plural of *brush*
- 85. Spell the plural of *class*
- 86. Spell the plural of *fuzz*
- 87. Spell the plural of *wolf*

radio
monkey
potato
shoebox
beach
brush
class
fuzz
wolf

radio
monkey
potato
shoebox
beach
brush
class
fuzz
wolf

Plurals

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Spelling Patterns Test #8

1. tracing
2. excitement
3. disagreeing
4. manageable
5. enforceable
6. tributary
7. completely
8. maturity
9. refereed
10. motivation
11. providing
12. wisely
13. vengeance
14. aloes
15. hideous
16. usage
17. requirement
18. sameness
19. eyes
20. mileage

View/Purchase Grade 5 Spelling



Lesson #8 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. tracing
2. excitement
3. disagreeing
4. manageable
5. enforceable
6. tributary
7. completely
8. maturity
9. refereed
10. motivation
11. providing
12. wisely
13. vengeance
14. aloes
15. hideous
16. usage
17. requirement
18. sameness
19. eyes
20. mileage

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

tracing	excitement
tributary	completely
maturity	wisely
motivation	requirement
providing	sameness
usage	

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

Keep e When Root Ends in ee, oe, or ye

manageable	disagreeing
enforceable	refereed
vengeance	aloes
hideous	eyes

Exceptions

mileage

View/Purchase Grade 5 Spelling



Spelling Patterns Test #9

1. **crunch**
2. **approach**
3. **hatchet**
4. **virtual**
5. **hunch**
6. **potential**
7. **kitchen**
8. **habitual**
9. **champion**
10. **clench**
11. **reverential**
12. **factual**
13. **bleach**
14. **choice**
15. **preferential**
16. **hatch**
17. **torrential**
18. **checkers**
19. **voucher**
20. **tortuous**

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Lesson #9 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 “tu” spelling is usually pronounced /ch/ when beginning a suffix, such as in “tual” or “tuous.”

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

SPELLING WORDS

1. crunch
2. approach
3. hatchet
4. virtual
5. hunch
6. potential
7. kitchen
8. habitual
9. champion
10. clench
11. reverential
12. factual
13. bleach
14. choice
15. preferential
16. hatch
17. torrential
18. checkers
19. voucher
20. tortuous

ti_

potential
reverential
preferential
torrential

tu_

virtual
habitual
factual
tortuous

_nch

crunch
hunch
clench

_tch

hatchet
kitchen
hatch

ch_

champion
choice
checkers

_ch

approach
bleach
voucher

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Spelling Patterns Test #10

1. brought
2. fraught
3. fought
4. rougher
5. stepdaughter
6. drought
7. coughing
8. furlough
9. slough
10. throughout
11. sourdough
12. thoroughly
13. naughtier
14. boughs
15. toughen
16. distraught
17. plough
18. doughnut
19. thoughtful
20. slaughtered

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Lesson #10 Answers

“ough” and “augh”

Spelling Focus

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

SPELLING WORDS

1. brought
2. fraught
3. fought
4. rougher
5. stepdaughter
6. drought
7. coughing
8. furlough
9. slough
10. throughout
11. sourdough
12. thoroughly
13. naughtier
14. boughs
15. toughen
16. distraught
17. plough
18. doughnut
19. thoughtful
20. slaughtered

/ō/ ough

brought
fought
drought
coughing
thoughtful

/ō/ ough

furlough
sourdough
thoroughly
doughnut

Exceptions

slough
throughout
boughs
plough

/ō/ augh

fraught
stepdaughter
naughtier
distraught
slaughtered

/ū/ ough

rougher
toughen

SPELLING TIPS

Why do some words have more than one acceptable spelling?

The English language is always changing.

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Spelling Patterns Test #11

1. **contain**
2. **kernel**
3. **kitchenette**
4. **camera**
5. **kestrel**
6. **custody**
7. **trickery**
8. **kilowatt**
9. **cathedral**
10. **rickshaw**
11. **campaign**
12. **duckling**
13. **curriculum**
14. **consumer**
15. **psychic**
16. **culprit**
17. **kennel**
18. **kingfisher**
19. **panic**
20. **confrontation**

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Lesson #11 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. contain
2. kernel
3. kitchenette
4. camera
5. kestrel
6. custody
7. trickery
8. kilowatt
9. cathedral
10. rickshaw
11. campaign
12. duckling
13. curriculum
14. consumer
15. psychic
16. culprit
17. kennel
18. kingfisher
19. panic
20. confrontation

ki_

kitchenette

kilowatt

kingfisher

co_

contain

consumer

confrontation

ca_

camera

cathedral

campaign

Unaccented _c

psychic

panic

ke_

kernel

kestrel

kennel

cu_

custody

curriculum

culprit

Accented _ck

trickery

rickshaw

duckling

View/Purchase Grade 5 Spelling



Spelling Patterns Test #12

1. betrayed
2. merriest
3. wryly
4. marrying
5. employment
6. babyish
7. playful
8. pitiful
9. emptiness
10. grayness
11. strawberries
12. slyness
13. spying
14. buries
15. obeyed
16. replies
17. dirtier
18. fiftyish
19. steadiest
20. payment

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Lesson #12 Answers Change or Keep the Final y

Spelling Focus

When adding on a suffix to a base that ends in a y, keep the “y” if there is a vowel before that “y” as in *stayed*. Also keep the “y” if there is a consonant before the “y” with a suffix beginning with “i” as in *babyish*. Change the “y” to “i” if there is a consonant before the “y” with a suffix beginning with any letter other than “i” as in *prettiest*.

SPELLING WORDS

1. betrayed
2. merriest
3. wryly
4. marrying
5. employment
6. babyish
7. playful
8. pitiful
9. emptiness
10. grayness
11. strawberries
12. slyness
13. spying
14. buries
15. obeyed
16. replies
17. dirtier
18. fiftyish
19. steadiest
20. payment

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

merriest	betrayed
pitiful	employment
emptiness	playful
strawberries	grayness
buries	obeyed
replies	payment
dirtier	
steadiest	

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

marrying
babyish
spying
fiftyish

Exceptions

wryly
slyness

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Spelling Patterns Test #13

1. accidental
2. squirrel
3. fulfillment
4. council
5. abdominal
6. delightful
7. successful
8. boastful
9. hopefulness
10. locally
11. aerial
12. tunnel
13. astronomical
14. carefully
15. frightfully
16. mentally
17. peacefully
18. wishful
19. resourceful
20. anvil

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Lesson #13 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 /ŭ/.

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

SPELLING WORDS

1. accidental
2. squirrel
3. fulfillment
4. council
5. abdominal
6. delightful
7. successful
8. boastful
9. hopefulness
10. locally
11. aerial
12. tunnel
13. astronomical
14. carefully
15. frightfully
16. mentally
17. peacefully
18. wishful
19. resourceful
20. anvil

al

accidental
delightful
abdominal
locally
aerial
frightfully
peacefully
wishful

el

squirrel
tunnel

ful

fulfillment
successful
boastful
hopefulness
carefully
astronomical
mentally
resourceful

il

council
anvil

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Spelling Patterns Test #14

1. gruff
2. anvil
3. landfill
4. fiberglass
5. muzzle
6. dismiss
7. seagull
8. farewell
9. showbiz
10. fuzzy
11. overfull
12. muffler
13. compel
14. pizzazz
15. trusses
16. buzzard
17. creampuff
18. disadvantage
19. across
20. bluffing

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Lesson #14 Answers *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. gruff
2. anvil
3. landfill
4. fiberglass
5. muzzle
6. dismiss
7. seagull
8. farewell
9. showbiz
10. fuzzy
11. overfull
12. muffler
13. compel
14. pizzazz
15. trusses
16. buzzard
17. creampuff
18. disadvantage
19. across
20. bluffing

ll

landfill
seagull
farewell
overfull

ff

gruff
muffler
creampuff
bluffing

ss

fiberglass
dismiss
trusses
across

zz

muzzle
fuzzy
pizzazz
buzzard

Exceptions

anvil
showbiz
compel
disadvantage

SPELLING TIPS

Are there any exceptions?

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

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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 #88 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 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 “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.

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Spelling Patterns Lessons 8–14 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	Final e
97. essential	It is essential to pay attention in school.	essential	
98. actual	She prefers the actual painting.	actual	
99. lunchbox	The child had a colorful lunchbox.	lunchbox	
100. pitcher	The softball pitcher had great control.	pitcher	
101. chest	A pirate's treasure chest was found.	chest	
102. peach	That peach does not look ripe.	peach	/ch/
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. already	I had already finished my homework.	already	
118. awful	The music was simply awful.	awful	al/ful
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	l-f-s-z

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Spelling Patterns Test #15

1. **phone**
2. **phantom**
3. autograph**ed**
4. geograph**y**
5. digraph
6. alph**ab**etrical
7. **ph**rasing
8. biograph**y**
9. **p**heasant
10. apostroph**e**
11. **ph**araoh
12. paragraph
13. graph**ing**
14. bibliograph**y**
15. graph**ite**
16. hieroglyph**ic**
17. **ph**armacy
18. telegraph**ing**
19. anthropomorph**ic**
20. polygraph

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Lesson #15 Answers “ph”

Spelling Focus

The “ph” spelling sounds like /f/. It can begin a base (“ph_”) as in *phone*. It can end a base (“_ph”) as in *graph*. It can also begin a suffix (“ph_”) as in *geography*.

SPELLING WORDS

1. **phone**
2. **phantom**
3. autograph**ed**
4. geograph**y**
5. digraph
6. alph**ab**etrical
7. **ph**rasing
8. biograph**y**
9. **ph**asant
10. apostroph**e**
11. **ph**araoh
12. paragra**ph**
13. graph**ing**
14. bibliograph**y**
15. graph**ite**
16. hieroglyph**ic**
17. **ph**armacy
18. telegraph**ing**
19. anthropomorph**ic**
20. polygraph

Start of Base End of Base

phone	• autograph ed
phantom	digraph
phrasing	paragra ph
alph ab etrical	graph ing
ph asant	graph ite
ph araoh	telegraph ing
ph armacy	polygraph

Start of Suffix

geograph**y**
biograph**y**
apostroph**e**
bibliograph**y**
hieroglyph**ic**
anthropomorph**ic**

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Spelling Patterns Test #16

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

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Lesson #16 Answers /ion/ Sound

Spelling Focus

When a suffix sounds like /shun/ and follows an *l* or *s*, spell “sion” as in *propulsion* or *passion*. Also, when the suffix sounds like /zyun/, spell “sion” as in *explosion*. If the suffix sounds like /shun/ and describes a person, spell “cian” as in *magician*. Otherwise, spell “tion” for the rest of the suffixes that have the /ion/ sound as in *lotion*.

SPELLING WORDS

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

/shun/ after *l* or *s* • /zyun/

mission	seclusion
expulsion	televisions
passion	confusion
concussion	explosion
transmission	collisions

Person

musician
technician
beautician
mortician
magicians

Other /ion/ Spelling

nation
evolution
transition
emotion
ovation

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Spelling Patterns Test #17

1. partial
2. precious
3. cautious
4. vicious
5. essential
6. nutritious
7. socially
8. delicious
9. financial
10. ambitious
11. artificial
12. suspicious
13. confidential
14. fictitious
15. especially
16. credential
17. conscious
18. commercial
19. substantial
20. superstitious

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Lesson #17 Answers “c/tial” and ‘c/tious”

Spelling Focus

The /sh/ is a consonant digraph. The *s* and *h* form one sound. This /sh/ sound can be spelled in at least a dozen different ways. The “cial,” “tial,” “cious,” and “tious” suffixes all begin with the /sh/.

SPELLING WORDS

1. partial
2. precious
3. cautious
4. vicious
5. essential
6. nutritious
7. socially
8. delicious
9. financial
10. ambitious
11. artificial
12. suspicious
13. confidential
14. fictitious
15. especially
16. credential
17. conscious
18. commercial
19. substantial
20. superstitious

_cial

socially

financial

artificial

especially

commercial

_cious

precious

vicious

delicious

suspicious

conscious

_tial

partial

essential

confidential

credential

substantial

_tious

cautious

nutritious

ambitious

fictitious

superstitious

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Spelling Patterns Test #18

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

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Lesson #18 Answers Consonant-"le"

Spelling Focus

In addition to the common *a*, *e*, *i*, *o*, and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-*le* suffix spelling pattern, the soft "uh" schwa sound slides into the /l/ to form an unaccented "ul" sound. For example, *marble* is pronounced as in [mār-bul].

SPELLING WORDS

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

_ble

humble
dribble

_ckle

trickled
unbuckled

_fle

rifle
stifle

_ple

purple
sample

_tle

cattlemen
settlement

_cle

oracle
circle

_dle

handle
paddled

gle

single
dangled

sle

measles
hassle

zle

fizzled
puzzled

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Spelling Patterns Test #19

1. above
2. active
3. relative
4. whose
5. expensive
6. alternative
7. explosive
8. dove
9. forgive
10. initiative
11. competitive
12. approve
13. massive
14. creative
15. impressive
16. narrative
17. love
18. sensitive
19. lose
20. adjective

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Lesson #19 Answers Vowel-"se," "ve"

Spelling Focus

The *s* and *v* serve as the consonant sounds in two special silent final *e* spelling patterns. These vowel-"se" and vowel-"ve" spelling patterns do not always follow the silent final *e* rule, in which the final *e* before a single consonant makes the vowel before a long sound (say its own name).

SPELLING WORDS

1. above
2. active
3. relative
4. whose
5. expensive
6. alternative
7. explosive
8. dove
9. forgive
10. initiative
11. competitive
12. approve
13. massive
14. creative
15. impressive
16. narrative
17. love
18. sensitive
19. lose
20. adjective

Short /i/ _ive . Long /oo/ as
active in rooster

relative whose
expensive approve
alternative lose

explosive

forgive

initiative

competitive

massive

creative

impressive

narrative

sensitive

adjective

Short /ŭ/

above

dove

love

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Spelling Patterns Test #20

Singular

Plural

- | | |
|----------------|------------|
| 1. analysis | analyses |
| 2. curriculum | curricula |
| 3. stimulus | stimuli |
| 4. crisis | crises |
| 5. vertebra | vertebrae |
| 6. alumnus | alumni |
| 7. millennium | millennia |
| 8. hypothesis | hypotheses |
| 9. radius | radii |
| 10. diagnosis | diagnoses |
| 11. syllabus | syllabi |
| 12. phenomenon | phenomena |
| 13. addendum | addenda |
| 14. cactus | cacti |
| 15. criterion | criteria |
| 16. oasis | oases |
| 17. formula | formulae |
| 18. datum | data |
| 19. prognosis | prognoses |
| 20. basis | bases |

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Lesson #20 Answers Irregular Plurals (Greek and Latin)

Spelling Focus

Many of the irregular plurals in English come from the Greek and Latin language. This is particularly true with science vocabulary because many scientific terms have Greek and Latin bases and suffixes.

SPELLING WORDS

1. analysis/analyses
2. curriculum/curricula
3. stimulus/stimuli
4. crisis/crises
5. vertebra/vertebrae
6. alumnus/alumni
7. millennium/millennia
8. hypothesis/
hypotheses
9. radius/radii
10. diagnosis/diagnoses
11. syllabus/syllabi
12. phenomenon/
phenomena
13. addendum/addenda
14. cactus/cacti
15. criterion/criteria
16. oasis/oases
17. formula/formulae
18. datum/data
19. prognosis/prognoses
20. basis/bases

_is—_es

analysis/analyses
crisis/crises
hypothesis/
hypotheses
diagnosis/diagnoses
oasis/oases
prognosis/prognoses
basis/bases

_us—_i

stimulus/stimuli
alumnus/alumni
radius/radii
syllabus/syllabi
cactus/cacti

_um—_a

curriculum/curricula
millennium/millennia
addendum/addenda
datum/data

_on—_a

phenomenon/
phenomena
criterion/criteria

_a—_ae

vertebra/vertebrae
formula/formulae

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Spelling Patterns Test #21

1. recitation	recite
2. repeat	repetition
3. local	locality
4. presume	presumption
5. metal	metallic
6. defining	definition
7. pleasing	unpleasant
8. insane	insanity
9. competed	competition
10. hypnosis	hypnotic
11. extreme	extremity
12. invite	invitation
13. explain	explanation
14. sustain	sustenance
15. collide	collision
16. pronounce	pronunciation
17. atrocious	atrocious
18. provoke	provocative
19. porous	porosity
20. maintain	maintenance

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Lesson #21 Answers Vowel Shift

Spelling Focus

A vowel can shift its sound in either or both the prefix and base when a word changes its part of speech. The most frequent vowel shifts take place between nouns and verbs, nouns and adjectives, nouns and adverbs, and verbs and adjectives. Each of the common *a*, *e*, *i*, *o*, and *u* vowels can shift its sound.

SPELLING WORDS

1. recitation/recite
2. repeat/repetition
3. local/locality
4. presume/presumption
5. metal/metallic
6. defining/definition
7. pleasing/unpleasant
8. insane/insanity
9. competed/
competition
10. hypnosis/hypnotic
11. extreme/extremity
12. invite/invitation
13. explain/explanation
14. sustain/sustenance
15. collide/collision
16. pronounce/
pronunciation
17. atrocious/
atrocious
18. provoke/
provocative
19. porous/
porosity
20. maintain/
maintenance

a

local/locality
metal/metallic
insane/insanity
explain/explanation
sustain/sustenance
maintain/maintenance

e

repeat/repetition
pleasing/unpleasant
competed/competition
extreme/extremity

i

recitation/recite
defining/definition
invite/invitation
collide/collision

o

hypnosis/hypnotic
atrocious/atrocious
provoke/provocative
porous/porosity

u

presume/presumption
pronounce/
pronunciation

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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 #123 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 123 is *pharmacy* The pharmacy supplies his medicine. *pharmacy*”

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.

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Spelling Patterns Lessons 15–21 Summative Assessment

123. pharmacy	The pharmacy supplies his medicine.	pharmacy	
124. biography	Her biography was difficult to read.	biography	“ph”
125. expulsion	An expulsion from school is very serious.	expulsion	
126. missionary	The missionary lived in a mountainous area.	missionary	
127. confusion	The confusion was finally ended.	confusion	
128. musician	That musician is very talented.	musician	
129. evolution	The evolution of the idea took some time.	evolution	/ion/
130. artificial	The patient waited for an artificial heart.	artificial	
131. partial	He had partial blindness in one eye.	partial	
132. suspicious	I am very suspicious of that young man.	suspicious	“c/tial”/
133. fictitious	Her fictitious story fooled the police officer.	fictitious	“c/tious”
134. humble	His humble attitude was refreshing.	humble	consonant-
135. trickle	The water slowed down to just a trickle.	trickle	“le”
136. increase	The tax increase paid for a new school.	increase	vowel-
137. executive	A busy executive needs to be organized.	executive	“se”/“ve”
138. Spell <i>crisis</i> and its plural form.	<i>crisis</i>	<i>crises</i>	
139. Spell <i>cactus</i> and its plural form.	<i>cactus</i>	<i>cacti</i> or <i>cactuses</i>	
140. Spell <i>millennium</i> and its plural form.	<i>millennium</i>	<i>millennia</i>	
141. Spell <i>criterion</i> and its plural form.	<i>criterion</i>	<i>criteria</i>	Irregular
142. Spell <i>vertebra</i> and its plural form.	<i>vertebra</i>	<i>vertebrae</i>	Plurals

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Spelling Patterns Test #22

1. race	racial
2. politicians	politics
3. extend	extensive
4. benefit	beneficial
5. divide	division
6. physics	physicians
7. sacrifice	sacrificial
8. admit	admission
9. criticize	critical
10. attend	attention
11. medicine	medical
12. influential	influence
13. erode	erosion
14. omit	omission
15. circumstantial	circumstance
16. proceed	procession
17. spatial	space
18. practice	practical
19. permanent	permanence
20. contend	contention

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Lesson #22 Answers Consonant Shift

Spelling Focus

A consonant can shift its sound in either or both the base or suffix when a word changes its part of speech. The most frequent consonant shifts take place between nouns and verbs, nouns and adjectives, nouns and adverbs, nouns and nouns, and verbs and adjectives.

SPELLING WORDS

1. race/racial
2. politicians/politics
3. extend/extensive
4. benefit/beneficial
5. divide/division
6. physics/physicians
7. sacrifice/sacrificial
8. admit/admission
9. criticize/critical
10. attend/attention
11. medicine/medical
12. influential/
influence
13. erode/erosion
14. omit/omission
15. circumstantial/
circumstance
16. proceed/procession
17. spatial/space
18. practice/practical
19. permanent/
permanence
20. contend/contention

c

race/racial
politicians/politics
physics/physicians
sacrifice/sacrificial
criticize/critical
medicine/medical
practice/practical

t-c or t-s

benefit/beneficial
admit/admission
influential/
influence
omit/omission
circumstantial/
circumstance
spatial/space
permanent/
permanence

d-s or d-t

extend/extensive
divide/division
attend/attention
erode/erosion
proceed/procession
contend/contention

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Spelling Patterns Test #23

1. asked	<i>not</i>	axed
2. library	<i>not</i>	libary
3. definite	<i>not</i>	definut
4. prostate	<i>not</i>	prostrate
5. dilate	<i>not</i>	dialate
6. lose	<i>not</i>	loose
7. often	<i>not</i>	offen
8. height	<i>not</i>	heightn
9. sandwich	<i>not</i>	samwich
10. libel	<i>not</i>	liable
11. similar	<i>not</i>	simular
12. sherbet	<i>not</i>	sherbert
13. especially	<i>not</i>	expecially
14. arctic	<i>not</i>	artic
15. recur	<i>not</i>	reoccur
16. cavalry	<i>not</i>	calvary
17. orange	<i>not</i>	arange
18. athlete	<i>not</i>	athelete
19. February	<i>not</i>	Febuary
20. Internet	<i>not</i>	Innernet

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Lesson #23 Answers Pronunciation Problems

Spelling Focus

If a word is pronounced incorrectly, there is a greater likelihood that it will also be spelled incorrectly. Because spelling applies the alphabetic code (phonics) to sounds, it is important to examine all letters in a word to read and spell correctly. Four common errors cause most mispronunciations. 1. One sound is substituted for another 2. A consonant is dropped 3. A consonant is added 4. A vowel is added.

SPELLING WORDS

1. asked
2. library
3. definite
4. prostate
5. dilate
6. lose
7. often
8. height
9. sandwich
10. libel
11. similar
12. sherbet
13. especially
14. arctic
15. recur
16. cavalry
17. orange
18. athlete
19. February
20. Internet

Substitution Added Consonant

asked	prostate
definite	height
lose	sherbet
similar	cavalry
especially	
orange	

Dropped Added Consonant Vowel

library	dilate
often	libel
sandwich	recur
arctic	athlete
February	
Internet	

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Spelling Patterns Test #24

1. novel
2. handsome
3. garage
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. amend
12. system
13. adjust
14. tandem
15. lentil
16. pleasant
17. sentence
18. native
19. pivot
20. enemy

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Lesson #24 Answers Schwa

Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft “uh” and is usually found in unaccented syllables. For example, in *sofa* the “a” has the schwa sound. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound.

SPELLING WORDS

1. novel
2. handsome
3. garage
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. amend
12. system
13. adjust
14. tandem
15. lentil
16. pleasant
17. sentence
18. native
19. pivot
20. enemy

a

garage
stomach
amend
adjust
pleasant

i

pencil
basin
president
lentil
native

e

novel
system
tandem
sentence
enemy

o

handsome
tendon
plankton
seldom
pivot

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Spelling Patterns Test #25

- | | |
|-------------------------|------------|
| 1. committees | with |
| 2. cooperative | with |
| 3. collectively | with |
| 4. connections | with |
| 5. subordinate | under |
| 6. successor | under |
| 7. supplemental | under |
| 8. suspensions | under |
| 9. hypodermic | under |
| 10. infrared | beneath |
| 11. retroactive | backwards |
| 12. circumspect | around |
| 13. ambidextrous | both sides |
| 14. amphitheater | both sides |
| 15. hyperactive | above |
| 16. superbly | above |
| 17. ultrasound | beyond |
| 18. acrobats | high |
| 19. descendant | down |
| 20. catastrophic | down |

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Lesson #25 Sharing

Greek and Latin Positional Prefixes

Spelling Focus

The Greek and Latin prefixes that indicate position are connected to bases to form thousands of words in the English language. Share your best words with the class.

SPELLING WORDS

1. **committees**
2. **cooperative**
3. **collectively**
4. **connections**
5. **subordinate**
6. **successor**
7. **supplemental**
8. **suspensions**
9. **hypodermic**
10. **infrared**
11. **retroactive**
12. **circumspect**
13. **ambidextrous**
14. **amphitheater**
15. **hyperactive**
16. **superbly**
17. **ultrasound**
18. **acrobats**
19. **descendant**
20. **catastrophic**

WORDS WITH THE SAME PREFIXES

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

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Spelling Patterns Test #26

- | | |
|-----------------------|-----------|
| 1. vocation | call |
| 2. rejection | to throw |
| 3. graphic | writing |
| 4. consciously | to know |
| 5. finite | end |
| 6. fraction | to break |
| 7. repeal | to ask |
| 8. current | to run |
| 9. permanent | to remain |
| 10. territory | earth |
| 11. generic | type |
| 12. milligram | weight |
| 13. perjury | law |
| 14. medium | middle |
| 15. vacuum | empty |
| 16. nominate | name |
| 17. morphine | form |
| 18. proverb | word |
| 19. conductor | to lead |
| 20. pressure | force |

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Lesson #26 Sharing

Common Greek and Latin Bases

Spelling Focus

These common Greek and Latin bases are found in thousands of academic words. Share your best words with the class.

SPELLING WORDS

1. **vocation**
2. **rejection**
3. **graphic**
4. **consciously**
5. **finite**
6. **fraction**
7. **repeal**
8. **current**
9. **permanent**
10. **territory**
11. **generic**
12. **milligram**
13. **perjury**
14. **medium**
15. **vacuum**
16. **nominate**
17. **morphine**
18. **proverb**
19. **conductor**
20. **pressure**

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. _____ |

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Spelling Patterns Test #27

1. **tongue**
2. **bureau**
3. **amateur**
4. **cuisine**
5. **routes**
6. **plateau**
7. **carousel**
8. **league**
9. **limousine**
10. **chauffeur**
11. **coupon**
12. **biscuit**
13. **tourism**
14. **suites**
15. **poultry**
16. **fatigue**
17. **rouge**
18. **shoulder**
19. **chateau**
20. **grandeur**

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Lesson #27 Answers French Spellings

Spelling Focus

The French language has made an important contribution to English. Many of our common words as well as much of our sophisticated language have French spellings. Common French suffix spellings include “eur,” “eau,” “gue,” “ui,” and “ou.”

SPELLING WORDS

1. tongue
2. bureau
3. amateur
4. cuisine
5. routes
6. plateau
7. carousel
8. league
9. limousine
10. chauffeur
11. coupon
12. biscuit
13. tourism
14. suites
15. poultry
16. fatigue
17. rouge
18. shoulder
19. chateau
20. grandeur

eur

amateur
chauffeur
grandeur

eau

bureau
plateau
chateau

Hard /g/ gue with Silent ue

tongue
league
fatigue

ui

cuisine
biscuit
suites

ou as in rooster

routes
coupon
tourism
rouge

Long /ō/ ou

carousel
limousine
poultry
shoulder

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Spelling Patterns Test #28

1. lessen/lesson
2. recent/resent
3. plain/plane
4. **perspective/prospective**
5. compliment/complement
6. stationary/stationery
7. track/tract
8. wave/waive
9. **preposition/proposition**
10. college/collage
11. **defused/diffused**
12. envelope/envelop
13. **eminent/imminent**
14. advice/advise
15. weakly/weekly
16. ascent/assent
17. decent/descent
18. **secession/succession**
19. medal/metal
20. **excepting/accepting**

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Lesson #28 Answers Homonyms

Spelling Focus

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

SPELLING WORDS

1. lessen/lesson
2. recent/resent
3. plain/plane
4. **perspective/**
prospective
5. compliment/
complement
6. stationary/
stationery
7. track/tract
8. wave/waive
9. **preposition/**
proposition
10. college/collage
11. **defused/diffused**
12. envelope/envelop
13. **eminent/imminent**
14. advice/advise
15. weakly/weekly
16. ascent/assent
17. decent/descent
18. **secession/**
succession
19. medal/metal
20. **excepting/accepting**

Vowel Difference

lessen/lesson
plain/plane
compliment/
complement
stationary/
stationery
wave/waive
college/collage
envelope/envelop
weakly/weekly

Consonant Difference

recent/resent
track/tract
advice/advise
ascent/assent
decent/descent
medal/metal

Prefix Difference

perspective/
prospective
preposition/
proposition
defused/diffused
eminent/imminent
secession/
succession
excepting/accepting

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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 “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.

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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	Long /a/
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 /e/
12. seeking	The captain was seeking buried treasure.	seeking	
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	Long /i/
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	
18. delight	The new neighbor is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	Long /o/
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The president vetoed the proposed law.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	Long /u/
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	
27. lately	That happens a lot lately.	lately	Silent Final e
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	/aw/
32. attitude	The student had a wonderful attitude.	attitude	
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	

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Spelling Patterns Lessons 1–28 Summative Assessment

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	Long /ool/
42. looked	He looked older than he really was.	looked	
43. butcher	The local butcher was very skilled.	butcher	Short /ool/
44. poisoned	The chemical poisoned the water.	poisoned	
45. destroy	He had to destroy the work of art.	destroy	/oi/
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	Consonant Digraphs
52. channel	One television channel had a poor signal.	channel	
53. alarm	A man set off the car alarm.	alarm	
54. theatre	We went to the theatre to see the play.	theatre	
55. firmly	The student held the handle firmly.	firmly	
56. colour	I can name every colour of the rainbow.	colour	
57. curling	She liked curling her hair with her fingers.	curling	r-controlled
58. yesterday	I think she called me yesterday.	yesterday	Hard y
59. committee	The committee finished its task.	committee	Consonant Doubling
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	
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. practice	I practice my piano lesson daily.	practice	
77. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft c and g
78. apology	An apology would certainly be appropriate.	apology	

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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. lunchbox	The child had a colorful lunchbox.	lunchbox	
100. pitcher	The softball pitcher had great control.	pitcher	
101. chest	A pirate's treasure chest was found.	chest	
102. peach	That peach does not look ripe.	peach	/ch/
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	

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Spelling Patterns Lessons 1–28 Summative Assessment

117. already	I had already finished my homework.	already	
118. awful	The music was simply awful.	awful	al/ful
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	f-s-z
123. pharmacy	The pharmacy supplies his medicine.	pharmacy	
124. biography	Her biography was difficult to read.	biography	ph
125. expulsion	An expulsion from school is very serious.	expulsion	
126. missionary	The missionary lived in a mountainous area.	missionary	
127. confusion	The confusion was finally ended.	confusion	
128. musician	That musician is very talented.	musician	
129. evolution	The evolution of the idea took some time.	evolution	/ion/
130. artificial	The patient waited for an artificial heart.	artificial	
131. partial	He had partial blindness in one eye.	partial	
132. suspicious	I am very suspicious of that young man.	suspicious	“c/tial”/
133. fictitious	Her fictitious story fooled the police officer.	fictitious	“c/tious”
134. humble	His humble attitude was refreshing.	humble	consonant-
135. trickle	The water slowed down to just a trickle.	trickle	“le”
136. increase	The tax increase paid for a new school.	increase	vowel-
137. executive	A busy executive needs to be organized.	executive	“se”/“ve”
138. Spell <i>crisis</i> and its plural form.	<i>crisis</i>	<i>crises</i>	
139. Spell <i>cactus</i> and its plural form.	<i>cactus</i>	<i>cacti</i> or <i>cactuses</i>	
140. Spell <i>millennium</i> and its plural form.	<i>millennium</i>	<i>millennia</i>	
141. Spell <i>criterion</i> and its plural form.	<i>criterion</i>	<i>criteria</i>	Irregular
142. Spell <i>vertebra</i> and its plural form.	<i>vertebra</i>	<i>vertebrae</i>	Plurals

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Student Pages

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



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Lesson #1

Vowels and Consonant Digraphs

Spelling Focus

The common vowels are *a*, *e*, *i*, *o*, and *u*. However, other letters, such as *y*, can serve as vowels as well. Each has a short and a long sound. The final *e* at the end of a syllable is silent. Consonants and consonant digraphs (two letters with one sound such as “ch,” “ph,” “sh,” “th,” and “wh”) combine with vowels to form words.

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

SPELLING WORDS

1. shout
2. church
3. graph
4. booth
5. why
6. fuel
7. moat
8. crate
9. strain
10. grunt
11. glad
12. middle
13. prime
14. plot
15. bread
16. scene
17. sigh
18. code
19. beast
20. hute

/ă/ (not with “ph”)

/ě/

/ĩ/

/ō/

/ũ/

/ā/

/ē/

/ī/ (not with “y”)

/ō/

/ū/

“ch”

“ph” with /ă/

“sh”

“th”

“wh” with /ī/

Consonant-Final *e*

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Lesson #2 Diphthongs

Spelling Focus

Diphthongs make two sounds for the vowel combination. The common /aw/ diphthongs are “aw,” “au,” “al,” and “all.” The /oo/ as in *rooster* diphthongs are “oo,” “u,” (two sounds within the one letter) “_ue,” “_u_e,” and “_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “_u_.” The /oi/ as in *oil* diphthongs are “oi” and “_oy.” The /ow/ as in *cow* diphthongs are “_ow” and “ou_.”

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

SPELLING WORDS

1. suited
2. hooded
3. appointed
4. crew
5. ahoy
6. awning
7. sugary
8. issue
9. disjointed
10. wouldn't
11. countless
12. altogether
13. gauze
14. shroud
15. wooden
16. truly
17. dovery
18. royalty
19. grouse
20. pailbearer

/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.

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Lesson #3 *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 spelling pattern.

SPELLING WORDS

1. stirring
2. director
3. alarming
4. burnt
5. irresistible
6. ornate
7. artist
8. sturgeon
9. officer
10. circa
11. sparkle
12. torch
13. terminate
14. surname
15. miracle
16. cemetery
17. curry
18. sherbet
19. charcoal
20. aviator

ar

er

ir

or

SPELLING TIPS

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

The first spelling is American; the second is British.

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Lesson #4 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.
Hint: Sort the compound words first.

SPELLING WORDS

1. drummer
2. imported
3. chosen
4. treatment
5. spinoff
6. tripped
7. lightly
8. matched
9. floorboard
10. dreadful
11. ordered
12. forgotten
13. backstroke
14. preventing
15. covered
16. stricter
17. motorist
18. bailout
19. faithful
20. regretted

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

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

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Lesson #5 *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.”

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

SPELLING WORDS

1. received
2. eighty-eight
3. believer
4. legacies
5. conscience
6. misconceive
7. heir
8. achieve
9. sovereign
10. heist
11. deceit
12. fainted
13. perceiving
14. seize
15. briefly
16. neigh
17. cashier
18. weight
19. transceiver
20. fiend

ie (not after *c*)

cei

ei sounding like /ā/

Exceptions

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Lesson #6 Hard and Soft *c* and *g* 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*. The “g” followed by the 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. centennial
2. calibrate
3. gypsum
4. pentagon
5. engulf
6. converse
7. chronology
8. gathering
9. cutlery
10. garage
11. cunning
12. cadaver
13. regularly
14. coffin
15. excess
16. civilian
17. cynic
18. generation
19. goldsmith
20. gelatin

ca

co

cu

ce

ci

cy

ga

ge

go

gu

gy

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Lesson #7 Plurals

Spelling Focus

Most nouns form plurals by adding an “s” to the end of the word, including nouns which end in a vowel then a “y” or nouns which end in a vowel then an “o.” For nouns ending in a consonant then an “o” or for nouns ending in /x/, /ch/, /sh/, and /z/, add “es.” For nouns ending in a consonant then a “y,” change the “y” to an “i” and add “es.” For nouns ending in /f/, change the “f” to “v” and add “es” onto the end to form plurals.

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

SPELLING WORDS

1. thistles
2. saxes
3. displays
4. genres
5. fairies
6. sandwiches
7. beeves
8. does
9. allies
10. ambushes
11. fixes
12. glasses
13. scratches
14. galleys
15. radishes
16. businesses
17. bookshelves
18. quizzes
19. glazes
20. backhoes

Just Add an “s”

(Base doesn’t end in o or y)

Base Ending in

Consonant before y

_____	_____
_____	_____

Base Ending in

Vowel before y

Base Ending in

Consonant before o

_____	_____
_____	_____

Base Ending in /x/

Base Ending in /ch/

_____	_____
_____	_____

Base Ending in /sh/

Base Ending in /f/

_____	_____
_____	_____

Base Ending in /s/

Base Ending in /z/

_____	_____
_____	_____

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Lesson #8 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. tracing
2. excitement
3. disagreeing
4. manageable
5. enforceable
6. tributary
7. completely
8. maturity
9. refereed
10. motivation
11. providing
12. wisely
13. vengeance
14. aloes
15. hideous
16. usage
17. requirement
18. sameness
19. eyes
20. mileage

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

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

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

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

_____	_____
_____	_____
_____	_____
_____	_____

Exceptions

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Lesson #9 /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 “tion” or “tial.”

SPELLING WORDS

1. crunch
2. approach
3. hatchet
4. virtual
5. hunch
6. potential
7. kitchen
8. habitual
9. champion
10. clench
11. reverential
12. factual
13. bleach
14. choice
15. preferential
16. hatch
17. torrential
18. checkers
19. voucher
20. tortuous

ti_

tu_

_nch

_tch

_ch

_ch

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Lesson #10 “ough” and “augh”

Spelling Focus

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

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

SPELLING WORDS

1. brought
2. fraught
3. fought
4. rougher
5. stepdaughter
6. drought
7. coughing
8. furlough
9. slough
10. throughout
11. sourdough
12. thoroughly
13. naughtier
14. boughs
15. toughen
16. distraught
17. plough
18. doughnut
19. thoughtful
20. slaughtered

/ō/ ough

/ō/ augh

/ō/ ough

/ū/ ough

Exceptions

SPELLING TIPS

Why do some words have more than one spelling?

The English language is always changing.

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Lesson #11 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. contain
2. kernel
3. kitchenette
4. camera
5. kestrel
6. custody
7. trickery
8. kilowatt
9. cathedral
10. rickshaw
11. campaign
12. duckling
13. curriculum
14. consumer
15. psychic
16. culprit
17. kennel
18. kingfisher
19. panic
20. confrontation

ki_

ke_

co_

cu_

ca_

Accented _ck

Unaccented _c

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Lesson #12 Change or Keep the Final y

Spelling Focus

When adding on a suffix to a root that ends in a y, keep the “y” if there is a vowel before that “y” as in *stayed*. Also keep the “y” if there is a consonant before the “y” with a suffix beginning with “i” as in *babyish*. Change the “y” to “i” if there is a consonant before the “y” with a suffix beginning with any letter other than “i” as in *prettiest*.

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

SPELLING WORDS

1. betrayed
2. merriest
3. wryly
4. marrying
5. employment
6. babyish
7. playful
8. pitiful
9. emptiness
10. grayness
11. strawberries
12. slyness
13. spying
14. buries
15. obeyed
16. replies
17. dirtier
18. fiftyish
19. steadiest
20. payment

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

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Lesson #13 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. accidental
2. squirrel
3. fulfillment
4. council
5. abdominal
6. delightful
7. successful
8. boastful
9. hopefulness
10. locally
11. aerial
12. tunnel
13. astronomical
14. carefully
15. frightfully
16. mentally
17. peacefully
18. wishful
19. resourceful
20. anvil

al

ful

el

il

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Lesson #14 *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. gruff
2. anvil
3. landfill
4. fiberglass
5. muzzle
6. dismiss
7. seagull
8. farewell
9. showbiz
10. fuzzy
11. overfull
12. muffler
13. compel
14. pizzazz
15. trusses
16. buzzard
17. cream puff
18. disadvantage
19. across
20. bluffing

_ll

ff

_ss

_zz

Exceptions

SPELLING TIPS

Are there any exceptions?

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

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Lesson #15 "ph"

Spelling Focus

The "ph" spelling sounds like /f/. It can begin a root ("ph_") as in *phone*. It can end a root ("_ph") as in *graph*. It can also begin a suffix ("ph_") as in *geography*.

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

SPELLING WORDS

1. phone
2. phantom
3. autographed
4. geography
5. digraph
6. alphabetical
7. phrasing
8. biography
9. pheasant
10. apostrophe
11. pharaoh
12. paragraph
13. graphing
14. bibliography
15. graphite
16. hieroglyphic
17. pharmacy
18. telegraphing
19. anthropomorphic
20. polygraph

Start of Base

End of Base

Start of Suffix

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Lesson #16 /ion/ Sound

Spelling Focus

When a suffix sounds like /shun/ and follows an *l* or *s*, spell “sion” as in *propulsion* or *passion*. Also, when the suffix sounds like /zyun/, spell “sion” as in *explosion*. If the suffix sounds like /shun/ and describes a person, spell “cian” as in *magician*. Otherwise, spell “tion” for the rest of the suffixes that have the /ion/ sound as in *lotion*.

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

SPELLING WORDS

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

/shun/ after *l* or *s*

/zyun/

Person

Other /ion/ Spelling

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Lesson #17 “c/tial” and ‘c/tious”

Spelling Focus

The /sh/ is a consonant digraph. The *s* and *h* form one sound. This /sh/ sound can be spelled in at least a dozen different ways. The “cial,” “tial,” “cious,” and “tious” suffixes all begin with the /sh/.

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

SPELLING WORDS

1. partial
2. precious
3. cautious
4. vicious
5. essential
6. nutritious
7. socially
8. delicious
9. financial
10. ambitious
11. artificial
12. suspicious
13. confidential
14. fictitious
15. especially
16. credential
17. conscious
18. commercial
19. substantial
20. superstitious

_cial

_tial

_cious

_tious

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Lesson #18 Consonant-"le"

Spelling Focus

In addition to the common *a*, *e*, *i*, *o*, and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-*le* suffix spelling pattern, the soft "uh" schwa sound slides into the /l/ to form an unaccented "ul" sound. For example, *marble* is pronounced as in [mār-bul].

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

SPELLING WORDS

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

_ble

_cle

_ckle

_dle

_fle

_gle

_kle

_sle

_tle

_zle

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Lesson #19 Vowel-“se,” “ve”

Spelling Focus

The *s* and *v* serve as the consonant sounds in two special silent final *e* spelling patterns. These vowel-“se” and vowel-“ve” spelling patterns do not always follow the silent final *e* rule, in which the final *e* before a single consonant makes the vowel before a long sound (say its own name).

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

SPELLING WORDS

1. above
2. active
3. relative
4. whose
5. expensive
6. alternative
7. explosive
8. dove
9. forgive
10. initiative
11. competitive
12. approve
13. massive
14. creative
15. impressive
16. narrative
17. love
18. sensitive
19. lose
20. adjective

Short *ī*

Long /oo/ as in rooster

Short /ū/

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Lesson #20 Irregular Plurals (Greek and Latin)

Spelling Focus

Many of the irregular plurals in English come from the Greek and Latin language. This is particularly true with science vocabulary because many scientific terms have Greek and Latin roots and suffixes.

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

SPELLING WORDS

1. analysis/analyses
2. curriculum/curricula
3. stimulus/stimuli
4. crisis/crises
5. vertebra/vertebrae
6. alumnus/alumni
7. millennium/millennia
8. hypothesis/
hypotheses
9. radius/radii
10. diagnosis/diagnoses
11. syllabus/syllabi
12. phenomenon/
phenomena
13. addendum/addenda
14. cactus/cacti
15. criterion/criteria
16. oasis/oases
17. formula/formulae
18. datum/data
19. prognosis/prognoses
20. basis/bases

_is- _es

_us- _i

_on- _a

_um- _i or _a

_a- _ae

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Lesson #21 Vowel Shift

Spelling Focus

A vowel can shift its sound in either or both the prefix and root when a word changes its part of speech. The most frequent vowel shifts take place between nouns and verbs, nouns and adjectives, nouns and adverbs, and verbs and adjectives. Each of the common *a*, *e*, *i*, *o*, and *u* vowels can shift its sound.

Directions: Sort each spelling word into the group that best matches which vowel sound has changed from the first to the second word.

SPELLING WORDS

1. recitation/recite
2. repeat/repetition
3. local/locality
4. presume/presumption
5. metal/metallic
6. defining/definition
7. pleasing/unpleasant
8. insane/insanity
9. competed/
competition
10. hypnosis/hypnotic
11. extreme/extremity
12. invite/invitation
13. explain/explanation
14. sustain/sustenance
15. collide/collision
16. pronounce/
pronunciation
17. atrocious/
atrocious
18. provoke/
provocative
19. porous/
porosity
20. maintain/
maintenance

a

e

i

o

u

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Lesson #22 Consonant Shift

Spelling Focus

A consonant can shift its sound in either or both the root or suffix when a word changes its part of speech. The most frequent consonant shifts take place between nouns and verbs, nouns and adjectives, nouns and adverbs, nouns and nouns, and verbs and adjectives.

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

SPELLING WORDS

1. race/racial
2. politicians/politics
3. extend/extensive
4. benefit/beneficial
5. divide/division
6. physics/physicians
7. sacrifice/sacrificial
8. admit/admission
9. criticize/critical
10. attend/attention
11. medicine/medical
12. influential/
influence
13. erode/erosion
14. omit/omission
15. circumstantial/
circumstance
16. proceed/procession
17. spatial/space
18. practice/practical
19. permanent/
permanence
20. contend/contention

c

t-c or t-s

-s or d-t

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Lesson #23 Pronunciation Problems

Spelling Focus

If a word is pronounced incorrectly, there is a greater likelihood that it will also be spelled incorrectly. Because spelling applies the alphabetic code (phonics) to sounds, it is important to examine all letters in a word to read and spell correctly. Four common errors cause most mispronunciations. 1. One sound is substituted for another 2. A consonant is dropped 3. A consonant is added 4. A vowel is added.

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

SPELLING WORDS

1. righteous
2. virus
3. cautiously
4. precocious
5. circus
6. furious
7. subconscious
8. industrious
9. infectious
10. instantaneous
11. ambitiously
12. serious
13. census
14. spontaneous
15. audacious
16. variously
17. gorgeous
18. scrumptious
19. malicious
20. surplus

Substitution

Added Consonant

Dropped Consonant

Added Vowel

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Lesson #24 Schwa

Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft “uh” and is usually found in unaccented syllables. For example, in *sofa* the “a” has the schwa sound. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound.

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

SPELLING WORDS

1. novel
2. handsome
3. garage
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. amend
12. system
13. adjust
14. tandem
15. lentil
16. pleasant
17. sentence
18. native
19. pivot
20. enemy

a

e

i

o

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Lesson #25 Greek and Latin Positional Prefixes

Spelling Focus

The Greek and Latin prefixes that indicate position are connected to roots to form thousands of words in the English language.

Directions: Write words which include the same prefixes.

SPELLING WORDS

1. **committees**
2. **cooperative**
3. **collectively**
4. **connections**
5. **subordinate**
6. **successor**
7. **supplemental**
8. **suspensions**
9. **hypodermic**
10. **infrared**
11. **retroactive**
12. **circumspect**
13. **ambidextrous**
14. **amphitheater**
15. **hyperactive**
16. **superbly**
17. **ultrasound**
18. **acrobats**
19. **descendant**
20. **catastrophic**

WORDS WITH THE SAME PREFIXES

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

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Lesson #26 Common Greek and Latin Bases

Spelling Focus

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

Directions: Write words which include the same bases.

SPELLING WORDS

1. **vocation**
2. **rejection**
3. **graphic**
4. **consciously**
5. **finite**
6. **fraction**
7. **repeal**
8. **current**
9. **permanent**
10. **territory**
11. **generic**
12. **milligram**
13. **perjury**
14. **medium**
15. **vacuum**
16. **nominate**
17. **morphine**
18. **proverb**
19. **conductor**
20. **pressure**

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. _____ |

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Lesson #27 French Spellings

Spelling Focus

The French language has made an important contribution to English. Many of our common words as well as much of our sophisticated language have French spellings. Common French suffix spellings include “eur,” “eau,” “gue,” “ui,” and “ou.”

Directions: Sort each of these French words into the group that best matches their sound or spelling patterns.

SPELLING WORDS

1. tongue
2. bureau
3. amateur
4. cuisine
5. routes
6. plateau
7. carousel
8. league
9. limousine
10. chauffeur
11. coupon
12. biscuit
13. tourism
14. suites
15. poultry
16. fatigue
17. rouge
18. shoulder
19. chateau
20. grandeur

eur

Hard /g/ gue with Silent ue ui

ou as in rooster

Long /ō/ ou

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Lesson #28 Homonyms

Spelling Focus

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

Directions: Sort each of the spelling words into the group that best matches the British spelling pattern.

SPELLING WORDS

1. lessen/lesson
2. recent/resent
3. plain/plane
4. perspective/
prospective
5. compliment/
complement
6. stationary/
stationery
7. track/tract
8. wave/waive
9. preposition/
proposition
10. college/collage
11. defused/diffused
12. envelope/envelop
13. eminent/imminent
14. advice/advise
15. weakly/weekly
16. ascent/assent
17. decent/descent
18. secession/
succession
19. medal/metal
20. excepting/accepting

Vowel Difference

Consonant Difference

Prefix Difference

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Diagnostic Spelling Assessment: Assessment Formats and Preparation, Administration, Correction, and Recording

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

Assessment Formats and Preparation

Choose the Diagnostic Spelling Assessment format which best suits your needs and administer test items #s 1–89.

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

Resources: **Diagnostic Spelling Assessment** teacher administration form; **Diagnostic Spelling Assessment Mastery Matrix**.

2. Audio and Paper: Teacher plays the 22:32 “slow speed” Diagnostic Spelling Assessment audio file for grades 4, 5, and 6 students or the 17:26 “fast speed” Diagnostic Spelling Assessment audio file for grades 7 and 8 students. The audio file includes all administrative directions. Students take the test on binder paper. Teacher corrects assessments according to directions and records spelling deficits on the Spelling Patterns Assessment Mastery Matrix.

Resources: **Diagnostic Spelling Assessment 22:38 [audio file](#)**; **Diagnostic Spelling Assessment 17:26 [audio file](#)**; **Diagnostic Spelling Assessment Mastery Matrix**.

3. Google Forms: Teacher shares either the Diagnostic Spelling Assessment Google Form with the 22:32 “slow speed” for grades 4, 5, and 6 students or the form with the “fast speed” for grades 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 “fast speed” audio also helps students avoid the temptation of cheating. Teacher uploads the students’ Google Forms to the Spelling Patterns Assessment Mastery Matrix Google Sheets.

Resources: **[Diagnostic Spelling Assessment Google Form](#) with the 22:32 “slow speed” audio file** for grades 4, 5, and 6 students or the **[Diagnostic Spelling Assessment Google Form](#) with the 17:26 “fast speed” audio file** for grades 7 and 8 students; **[Diagnostic Spelling Assessment Mastery Matrix Google Sheets](#)**.

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Administration

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

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

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

Correction

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

Recording the Data

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling. Or create a spreadsheet from the document. If using Google Forms, upload the data to the Diagnostic Spelling Assessment Google Sheets. Note that the matrix includes 102 test items as used in the grade 8 program.

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Diagnostic Spelling Assessment

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

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Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	Long /ool/
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	Short /ool/
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	ow/ (cow)
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	/oi/
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	/aw/
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	r-controlled
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	Hard/Soft
64.	strangely	Her cousin behaved very strangely.	strangely	c and g
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	Soft y
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	Consonant
68.	commitment	The coach questioned his commitment.	commitment	Doubling
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	/j/
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	“ie”/“ei”
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	Plurals
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	Silent Letters
80.	skating	I had my birthday party at the skating rink.	skating	Drop/Keep
81.	wisely	She wisely asked the teacher for help.	wisely	Final e
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	/ch/
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched		

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Diagnostic Spelling Assessment

86.	denied	He denied any knowledge of the crime.	denied	Drop/Keep Final l, j, s, z
87.	carrying	We got tired of carrying the baskets.	carrying	
88.	handcuffs	The police officer carried handcuffs.	handcuffs	
89.	careful	Please be careful with that glass vase.	careful	

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[illegible]

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Sound-Spellings
as in the word:

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[illegible]

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Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z	
Worksheet #s	86	87	88	89
Teacher				
Class				
Student Names				
Totals				



NOTES

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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 89 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 89 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.

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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.

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Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long <i>i</i> Sound Vowels	<i>aw</i> Sound Vowels
1. u	31. i	52. aw
2. o	32. _igh	53. au
3. i	33. _y	54. al
4. e	34. _ie	55. an
5. a		
6. ea		
Consonant-Final <i>e</i>	Long <i>o</i> Sound Vowels	r-controlled Vowels
7. Long <i>i</i> Sound i_e	35. o	56. ur
8. a_e	36. _oe	57. er
9. u_e	37. oa_	58. ir
10. o_e	38. ow	59. ar
11. u_e		60. or
12. _se	Long <i>u</i> Sound Vowels	Hard/Soft <i>c</i> and <i>g</i> Sounds
13. _le	39. u	
14. _ve	40. _ew	
15. Long <i>e</i> i_e	41. _ue	61. Hard <i>c</i>
	<i>oo</i> Sound as in <i>rooster</i>	62. Soft <i>c</i>
Consonant Digraph Sounds	42. oo	63. Hard <i>g</i>
16. sh	43. _ue	64. Soft <i>g</i>
17. ch and _tch	44. u	Soft <i>y</i>
18. th	45. _ew	65. Long /i/
19. wh_		66. Long /e/
20. ph	<i>oo</i> Sound as in <i>woodpecker</i>	Consonant Doubling
Long <i>a</i> Sound Vowels	46. oo	67. Doubled
21. a	47. _u_	68. Not Doubled
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_	48. _ow	/j/
24. ei	49. ou_	69. “dge”
Long <i>e</i> Sound Vowels	<i>oi</i> Sound	70. “ge”
25. e		“ie”/“ei”
26. _ee	50. oi_	
27. [c]ei	51. _oy	71. “ie”
28. _y		72. “ei”
29. ea		
30. Vowel		

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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”

Final *e*

- 80. Drop Final *e* before Suffix
- 81. Keep Final *e*

/ch/

- 82. /ch/ “tch”
- 83. /ch/ “ch”

Consonant Digraph Sounds

- 84. /k/ “c” and “ck”
- 85. /k/ “k”

Final *y*

- 86. Drop Final *y* before Suffix
- 87. Keep Final *y* before Suffix

l, f, s, z

- 88. Double *l, f, s, z*
- 89. Drop *l* with “all,” “till,” and “full”

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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.

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Spelling Pattern Worksheet #2

Short *o* Sound “o”

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

SORT Write each word in the correct column.

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

Short *o* Sound “o” Spellings

Other “o” Spellings

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

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

stoc _____ lckoc _____

lonbd _____ glsbbreoni* _____

*Bonus

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

stop _____ lost _____

knock _____ mob _____

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

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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.

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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.

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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
match

blast
article

bank
aid

class
cheetah

cranky
break

brad
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 _____ gdrnotutlebat* _____

*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.

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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.

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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.

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Spelling Pattern Worksheet #8

Long *a* Sound “a_e”

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

SORT Write each word in the correct column.

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

Long *a* “a_e” Spellings

Other “a” Spellings

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

ctrae	_____	kmae	_____
fesa	_____	eespkae*	_____

*Bonus

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

stake	_____	plate	_____
page	_____	case	_____

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

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Spelling Pattern Worksheet #9

Long *u* Sound “u_e”

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

SORT Write each word in the correct column.

compute

mule

rude

attitude

dune

indicate

dude

rebut

commune

altitude

tune

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.

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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.

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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.

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Spelling Pattern Worksheet #12

z Sound “_se”

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

SORT Write each word in the correct column.

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

Long z “_se” Spellings

Other “s” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

shoec _____	veadis _____
ccause _____	seadies* _____

*Bonus

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

pose _____	fuse _____
wise _____	ease _____

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

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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.

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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 _____	ceviere* _____

*Bonus

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

hive _____	shove _____
rave _____	retrieve _____

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

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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.

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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.

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Spelling Pattern Worksheet #17

ch Sound “ch” and “_tch”

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

SORT Write each word in the correct column.

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

ch Sound “ch” and “_tch” Spellings

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

nchbra _____ ctchru _____

ouhcc _____ chmpranet* _____

*Bonus

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

each _____ ranch _____

hatch _____ stitch _____

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

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Spelling Pattern Worksheet #18

th Sound “th”

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

SORT Write each word in the correct column.

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

th Sound “th” Spellings

Other Spellings

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

ihtw _____ seeth _____

thsmo _____ timacsmahte* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

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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.

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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.

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Spelling Pattern Worksheet #21

Long *a* Sound “a”

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

SORT Write each word in the correct column.

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

Long *a* “a” Spellings

Other “a” Spellings

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

tstea	_____	tnanio	_____
bleats	_____	gneetare*	_____

*Bonus

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

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

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

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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.

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Spelling Pattern Worksheet #23

Long *a* Sound “ai_”

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

SORT Write each word in the correct column.

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

Long *a* “ai_” Spellings

Other “a” Spellings

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

dirba _____ iltar _____

maigni _____ romstnair* _____

*Bonus

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

strain _____ aid _____

fail _____ air _____

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

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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 _____ eigrn _____

ghytei _____ ogrbhenis* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

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Spelling Pattern Worksheet #25

Long *e* Sound “e”

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

SORT Write each word in the correct column.

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

Long *e* “e” Spellings

Other “e” Spellings

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

sbedie _____ ghtldei _____

vrewie _____ tedmecen* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 5 Spelling



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
treat

speech
greet

steady
beaten

green
earth

piece
threat

death
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.

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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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #28

Long *e* Sound “_y”

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

SORT Write each word in the correct column.

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

Long *e* “_y” Spellings

Other “y” Spellings

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

ytud _____ tgyimh _____

daly _____ pylletcmoe* _____

*Bonus

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

righty _____ glory _____

runny _____ smelly _____

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

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #29

Long *e* Sound “ea”

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

SORT Write each word in the correct column.

really	early	heavy	leaves	beautiful	reading
reach	pleasure	speak	feather	weave	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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #30

Long *e* Sound *i*-Vowel

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

SORT Write each word in the correct column.

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

Long *e* “i-vowel” Spellings

Other “i” Spellings

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

diame _____ iumdem _____

ntielen _____ viarti* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #33

Long *i* Sound “_y”

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

SORT Write each word in the correct column.

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

Long *i* “_y” Spellings

Other “y” Spellings

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

iycgrn	_____	noecyle	_____
tsujfiy	_____	flemys*	_____

*Bonus

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

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

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #38

Long o Sound "ow"

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

SORT Write each word in the correct column.

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

Long o "ow" Spellings

Other "ow" Spellings

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

wngro	_____	nwigto	_____
oedwts	_____	bteowi*	_____

*Bonus

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

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

WRITE Compose a sentence using three of your own long o "ow" spelling words.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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	loom
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.

View/Purchase Grade 5 Spelling



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	guess
sued	issue	statue	avenue	argued	

oo Sound as in *rooster* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rtue _____	edglu _____
ldues _____	ntrueu* _____

*Bonus

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

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

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

View/Purchase Grade 5 Spelling



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. _____

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

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #45

oo Sound as in *rooster* “_ew”

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

SORT Write each word in the correct column.

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

oo Sound as in *rooster* “_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

wdre _____ creckosw _____

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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #46

oo Sound as in *woodpecker* “oo”

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

SORT Write each word in the correct column.

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

oo Sound as in *woodpecker* “oo”
Spellings

Other “oo” Spellings

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

oodst _____ nogoick _____

oohd _____ froer* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #48

ow Sound as in *cow* “_ow”

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

SORT Write each word in the correct column.

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

ow as in *cow* “_ow” Spellings

Other “_ow” Spellings

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

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

wnto _____	vowel _____
dowry _____	syobcow* _____

*Bonus

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

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

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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
enjoy

sow
boycott

choose
coal

boil
annoy

oyster
oboes

toy
noise

oi Sound “_oy” Spellings

Other Sound Spellings

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

yojluf _____ plemoy _____

yibohts _____ 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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #53

aw Sound “au”

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

SORT Write each word in the correct column.

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

aw Sound “au” Spellings

Other Sound Spellings

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

hagttu _____ miurotaudi _____

ugcaht _____ neidcaue* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

_____.

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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

fur1

spurt

curse

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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

squirt
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. _____

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

rtyfo _____ 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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #61

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

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

SORT Write each word in the correct column.

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

Hard *c* Spellings

Other Sound Spellings

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

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

ctahc _____	ccbreumu _____
nnekel _____	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.

View/Purchase Grade 5 Spelling



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 _____

treius _____ 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. _____

WRITE Compose a sentence using two of your own soft *c* spelling words.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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	late	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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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	charge
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	_____	gfteid	_____
dloge	_____	ujimsgde*	_____

*Bonus

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

View/Purchase Grade 5 Spelling



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
perjury

budget
logic

gauge
region

large
hedge

confliction
reject

gorgeous
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.

View/Purchase Grade 5 Spelling



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	_____ sudsiertni*	_____

*Bonus

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

View/Purchase Grade 5 Spelling



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 _____ eednrrier _____

hgeentie _____ ecedvire* _____

*Bonus

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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	saisses
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.

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



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.

eedr _____ xoen _____

ceim _____ ppenaceids* _____

*Bonus

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

View/Purchase Grade 5 Spelling



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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #79

Silent Consonant Letters

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

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.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #80

Drop Final *e* before Suffix

FOCUS When adding on a suffix to a root that ends in silent final *e*, drop the “*e*” if the suffix begins with a vowel (take + ing = taking).

SORT Write each word in the correct column.

stolen	movement	homeless	survival	likeness	making
careful	purely	illustration	pleasure	nicely	tickling

Drop Final *e* before Suffix

Keep Final *e* before Suffix

SEARCH In a book find four words which drop the final *e* before suffix 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 drop the final *e* before the suffix spelling for each jumbled word.

nigtaws	_____	cylkuiq	_____
lcsoble	_____	temeststa*	_____

*Bonus

WRITE Compose a sentence using two of your own drop the final *e* before suffix spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #81

Keep Final *e* before Suffix

FOCUS Keep the “e” if any of these apply: 1. The suffix begins with a consonant (wisely) 2. The root ends in soft *g* followed by the “able” suffix (noticeable, changeable) 3. The root ends in soft *c* or *g* followed by the “ous” suffix (courageous) 4. The root ends in “ee” (seeing) 5. The root ends in “oe” (canoeing) 6. The root ends in “ye” (eyeing).

shoed	basement	dyled	traceable	tiptoe	goodbyes
outrageous	guaranteed	agreeing	advantageous	changeable	actively

Suffix Begins with Consonant

Soft “c” or “g”-able

Soft g”-ous

Root ends in “ee”

Root ends in “oe”

Root ends in “ye”

SEARCH In a book find four words which keep the final *e* before suffix 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 keep the final *e* before the suffix spelling for each jumbled word.

reylus	_____	teveod	_____
eyds	_____	ecblaeape*	_____

*Bonus

WRITE Compose a sentence using three of your own keep the final *e* before suffix spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #82

/ch/ “_tch”

FOCUS The /ch/ sound heard in *cheetah* can be spelled “_tch” following a short vowel sound (mătch).

SORT Write each word in the correct column.

fetch	Scotch	teaching	approach	back stretch	porch
catcher	ditch	crutch	launcher	search	church

/ch/ “_tch” Spellings

/ch/ “_ch” Spellings

SEARCH In a book find four words with /ch/ “_tch” 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 /ch/ “_tch” spelling found in each jumbled word.

hncub _____ chtap _____

niehacm _____ kstengich* _____

*Bonus

WRITE Compose a sentence using three of your own /ch/ “_tch” spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #83

/ch/ “_ch”

FOCUS The /ch/ sound heard in *cheetah* can be spelled “_ch” following any vowel sound other than a short vowel sound (beach, ouch).

SORT Write each word in the correct column.

batch	etching	blotch	torch	touch	wrench
peach	couch	hutch	stitch	coaches	thatch

/ch/ “ch” Spellings

/ch/ “tch” Spellings

SEARCH In a book find four words with /ch/ “_ch” 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 /ch/ “_ch” spelling found in each jumbled word.

nhcar	_____	stnach	_____
thcip	_____	ochuedsl*	_____

*Bonus

WRITE Compose a sentence using three of your own /ch/ “_ch” spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #84

/k/ “_c” and “_ck”

FOCUS The /k/ sound heard in *kangaroo* can be spelled as “_c” (panic) or “_ck” (check).

SORT Write each word in the correct column.

checking	public	deadlock	electronic	strategic	stuck
pickle	limerick	cardiac	alphabetic	panicking	zodiac

/k/ “_c” Spellings

/k/ “_ck” Spellings

SEARCH In a book find two words with /k/ “_c” spellings and two words with /k/ “_ck” 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 /k/ “_c” or “_ck” spelling found in each jumbled word.

faicfr	_____	rsekap	_____
caoint	_____	qckuniga*	_____

*Bonus

WRITE Compose two sentences: one with a /k/ “_c” spelling and one with a /k/ “_ck.”

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #85

/k/ "k"

FOCUS The /k/ sound heard in *kangaroo* can be spelled as "_k" following any vowel sound other than a short vowel sound (leaking, hawk).

SORT Write each word in the correct column.

smack	peeking	wreck	baking	duched	clock
looking	spooking	squawked	flecks	seasick	awakened

/k/ "k" Spellings

Other /k/ Spellings

SEARCH In a book find four words with /k/ "k" 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 /k/ "k" spelling found in each jumbled word.

dekloc _____ akhsing _____

nkmoey _____ lesdncackit* _____

*Bonus

WRITE Compose a sentence using three of your own /k/ "k" spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #86

Drop Final y before Suffix

FOCUS Change the “y” to “i” if there is a consonant before the “y” with a suffix beginning with any letter other than “i” (pretty + est = prettiest).

SORT Write each word in the correct column.

stayed	flying	scariest	plentiful	happiness	keyless
fairies	cherries	playful	driest	enjoyment	boyish

Change Final “y” to “i” before Suffix

Keep Final y before Suffix

SEARCH In a book find four words which change the “y” to “i” 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 drop the final y before the suffix spelling for each jumbled word.

redit	_____ ginyla	_____
tiesabiil	_____ nnoniyga*	_____

*Bonus

WRITE Compose a sentence using three of your own drop the final y before suffix spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #87

Keep Final y before Suffix

FOCUS When adding on a suffix to a root that ends in a y, keep the “y” if there is a vowel before that “y” (stayed). Also keep the “y” if there is a consonant before the “y” with a suffix beginning with “i” (babyish).

SORT Write each word in the correct column.

employment	ferrying	betrayed	eyed	studying	obeyed
implying	delaying	carrying	flying	courtseyed	burying

Keep “y” with Vowel–“y”

Keep “y” with Consonant–“y–i” –Suffix

SEARCH In a book find four words which keep the final y before suffix 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 keep the final y before the suffix spelling for each jumbled word.

ylinglub	_____	yamsedid	_____
kengiycoj	_____	comaccnpaying*	_____

*Bonus

WRITE Compose a sentence using three of your own keep the final y before suffix spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #88

Double *l, f, s, z*

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.*

SORT Write each word in the correct column.

tollbooth	cufflinks	awful	merciful	hissing	colorful
totally	critical	buzzer	cussing	bluff	hasty

Double *l, f, s, z* Spellings

Other *l, f, s, z* Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEARCH In a book find four words with *l, f, 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. _____
_____ p. _____	_____ p. _____

JUMBLE Write the word with the *l, f, s,* or *z* spelling found in each jumbled word.

bffu _____ sssmdii _____

lleert _____ dfcufanh* _____

*Bonus

WRITE Compose a sentence using three of your own *l, f, s,* or *z* spelling words.

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet #89

Drop *l* with “all,” “till,” and “full”

FOCUS When added to another syllable, *all* drops the final *l* and is spelled “a” (almost); *till* also drops the final *l* and is spelled “til” (‘til); *full* also drops the final *l* and is spelled “ful” (helpful).

SORT Write each word in the correct column.

corporal	tall	still	stall	until	frightful
full	unusual	overfull	postal	distill	hastily
Drop <i>l</i> with “all,” “till,” and “full”			Other “l” Spellings		

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

SEARCH In a book find three words which drop the *l* with the “all,” “till,” and “full” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the drop the *l* with the “all,” “till,” and “full” spellings found in each jumbled word.

rmonal	_____	ulnifap	_____
rdeayla	_____	tfluyra*	_____

*Bonus

WRITE Compose a sentence using three of your own drop the *l* with the “all,” “till,” and “full” spellings words.

View/Purchase Grade 5 Spelling



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

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet Answers

Spelling Sort #13

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

Jumble #13

able	oracle
fiddle	settlement

Spelling Sort #14

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

Jumble #14

have	moved
motive	receive

Spelling Sort #15

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

Jumble #15

police	prestige
latrine	submarine

Spelling Sort #16

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

Jumble #16

crush	splash
flesh	fisherman

Spelling Sort #17

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

Jumble #17

branch	crutch
couch	parchment

Spelling Sort #18

monthly	tent
thinking	taught
thought	what
smooth	whir
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
grapple	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

View/Purchase Grade 5 Spelling



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 brige

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

View/Purchase Grade 5 Spelling



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

View/Purchase Grade 5 Spelling



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

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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
gurggle 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

View/Purchase Grade 5 Spelling



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	docs
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 Sort #80

stolen	movement
survival	homeless
making	likeness
illustration	careful
pleasure	purely
tickling	nicely

Jumble #80

wasting	quickly
closely	statement

Spelling Sort #81

basement	actively
traceable	changeable
outrageous	advantageous
guaranteed	agreeing
shoed	tiptoed
died	goodbyes

Jumble #81

surely	vetoed
dyes	peaceable

Spelling Sort #82

fetch	teaching
Scotch	approach
backstretch	porch
catcher	launcher
ditch	search
crutch	church

Jumble #82

bunch	patch
machine	sketching

Spelling Sort #83

torch	batch
touch	etching
wrench	blotch
peach	hutch
couch	stitch
coaches	thatch

Jumble #83

ranch	snatch
pitch	slouched

Spelling Sort #84

public	checking
electronic	deadlock
strategic	stuck
cardiac	pickle
alphabetic	limerick
zodiac	panicking

Jumble #84

traffic	packers
action	quacking

View/Purchase Grade 5 Spelling



Spelling Pattern Worksheet Answers

Spelling Sort #85

peeking	smack
baking	wreck
looking	ducked
squawked	clock
spooking	flecks
awakened	seasick

Jumble #85

locked	shaking
monkey	candlestick

Spelling Sort #88

tollbooth	awful
cufflinks	merciful
hissing	colorful
buzzer	totally
cussing	critical
bluff	hasty

Jumble #88

buff	dismiss
teller	handcuff

Spelling Sort #86

scariest	stayed
plentiful	flying
happiness	keyless
fairies	playful
cherries	enjoyment
driest	boyish

Jumble #86

tried	laying
abilities	annoying

Spelling Sort #89

corporal	tall
until	still
frightful	stall
unusual	full
postal	overfull
hastily	distill

Jumble #89

normal	painful
already	artfully

Spelling Sort #87

employment	ferrying
betrayed	studying
eyed	implying
obeyed	carrying
delaying	flying
curtseyed	burying

Jumble #87

bullying	dismayed
jockeying	accompanying

View/Purchase Grade 5 Spelling



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.

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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.**

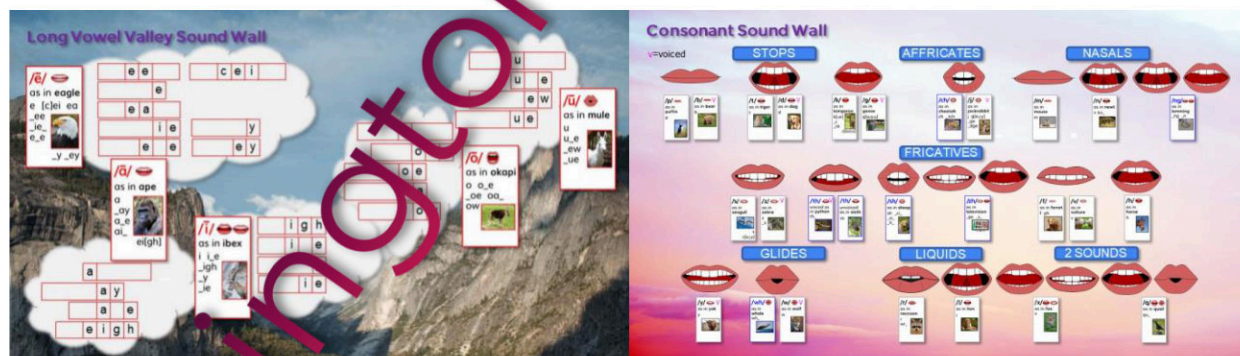
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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



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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 bodger
a

/oi/
as in koi
oi_ _oy

/ow/
as in cow
_ow
ou_

/ī/
as in ibex
i _ie
_igh
_y
_je

/ō/
as in hawk
ow
ough[t]
ou
o[t]
o[ll]

/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 oo
ow

/ū/
as in buffalo
u

/er/
as in ermine
er
ir
ur

/or/
as in shark
or

/or/
as in orca
or
ore

The diagram illustrates the 'Vowel Valley Sound Wall' with various vowel sounds represented by mouth diagrams and example words. The sounds are categorized by lip and tongue position: Tight Smile, Short Schwa, Puckered Lips, Slightly Opened, Long Schwa, and Fully Opened. Each category includes a list of phonetic symbols, example words, and a corresponding mouth diagram. The background features a mountain landscape.

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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	

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Long Vowel Valley Sound Wall

/ē/

as in eagle

e [c]ei ea

_ee

ie

e_e

_y_ey

e e

c e i

e

e a

i e

y

e e

e y

/ā/

as in ape

a

_ay

a_e

ai_

ei[gh]

/ī/

as in ibex

i i_e

_igh

_y

_ie

i g h

i e

y

i e

a

a y

a e

e i g h

o

o e

o a

o w

u

u e

e w

u e

/ō/

as in okapi

o o_e

oe oa

ow

/ū/

as in mule

u

u_e

_ew

_ue

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Diphthong Valley Sound Wall

/oi/

as in koi
oi_ _oy



	o	i	
	o	i	
		o	y
		o	y

/ow/

as in cow
_ow
ou_



		o	w	
		o	w	
		o	u	
		o	u	

		a	w		
	a	u	g	h	t
		a	u		
		a	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



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r-Controlled Vowel Valley Sound Wall

/er/ 
as in ermine
er
ir
ur



	e	r	
		i	r
	u	r	

/ar/ 
as in shark
ar



	a	r	
		a	r
	a	r	
	a	r	

/or/ 
as in orca
or
ore



	o	r		
		o	r	e
	o	r		
	o	r		

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Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

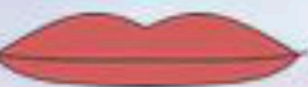
NASALS

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

/g/ as in goose
g



/ch/ as in cheetah
ch

/j/ as in jackrabbit
j



/m/ as in mouse
m



/n/ as in newt
n



/ng/ as in lemming
ng



/s/ as in seagull
s

/z/ as in zebra
z



/th/ as in python
th

/th/ as in sloth
th



/sh/ as in sheep
sh

/zh/ as in television
zh



/f/ as in ferret
f

/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



/l/ as in lion
l



/x/ as in fox
x

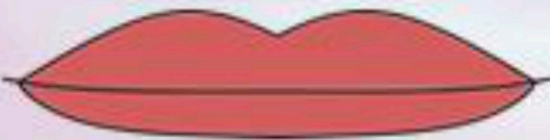


/q/ as in quail
qu

[View/Purchase Grade 5 Spelling](#)

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

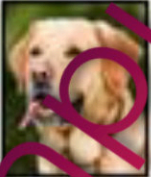


t	
t	
	t
	t

/d/  v

as in dog

d



d	
d	
	d
	d

/k/ 

as in kangaroo

k[i,e]
_c
_ck



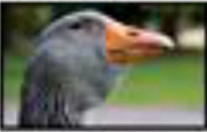
c[a,o,u]

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

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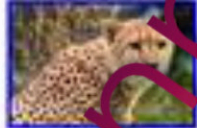
Consonant Sound Wall Affricates

v=voiced



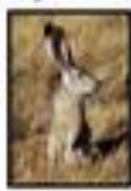
/ch/ 

as in
cheetah
ch _tch



/j/  v

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



c	h
---	---

c	h	
---	---	--

	c	h
--	---	---

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

j	
---	--

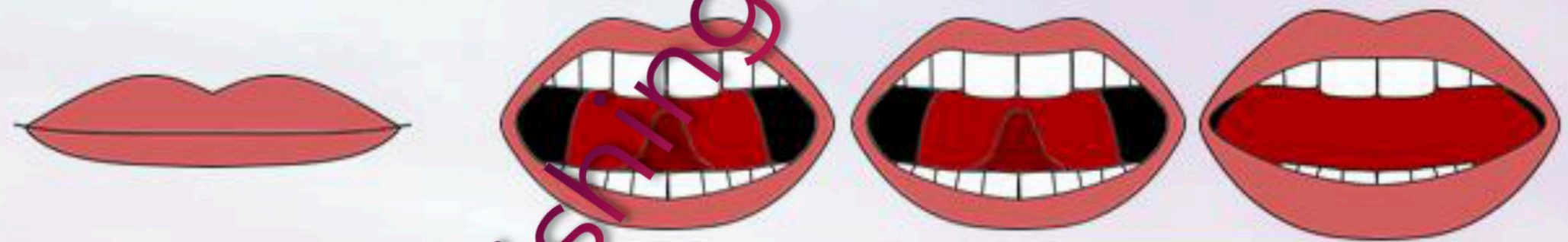
j	
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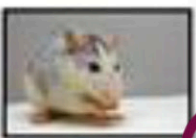
j	
---	--

j	
---	--

[View/Purchase Grade 5 Spelling](#)

Consonant Sound Wall Nasals



/m/ 
as in
mouse
m 

m	
m	
	m
	m

/n/ 
as in newt
n kn_ 

n	
k	n
	n
	n

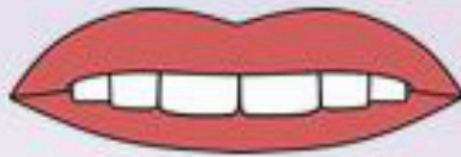
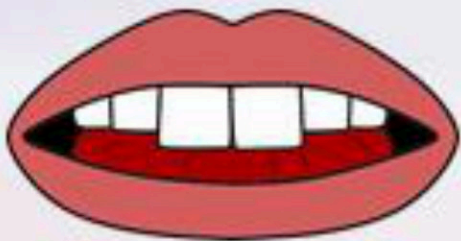
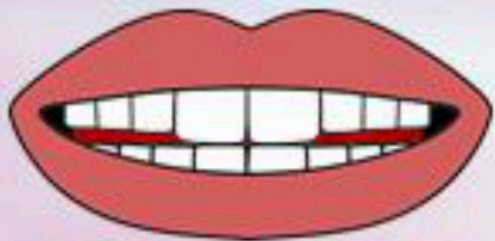
/ng/ 
as in
lemming
_ng _n 

	n	g
	n	g
	n	
	n	

[View/Purchase Grade 5 Spelling](#)

Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull

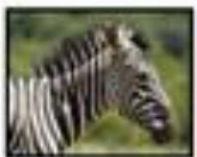


s
c[e,i,y]

s	
s	
	s
	s

/z/ v

as in zebra



z
_s

z	
z	
	z
	s

/th/ v

voiced as in python

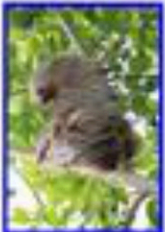


th_

t	h
t	h
t	h
t	h

/th/

unvoiced as in sloth



th

t	h
t	h
	t h
	t h

/sh/

as in sheep

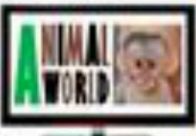


sh _ci_
si
ti

s	h
s	h
	s h
	s h

/zh/

as in television



_ge _s_

	s
	s i
	g e
	g e

/f/

as in ferret



f ph

f	
f	
	f
	p h

/v/

as in vulture



v

v	
v	
	v
	v

/h/

as in horse

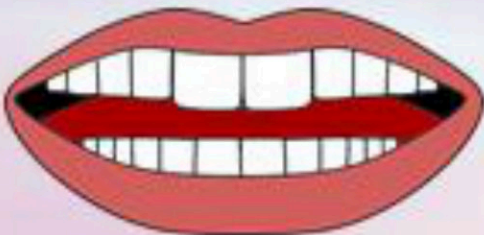


h

h	
h	
	h
	h

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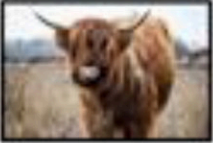
Consonant Sound Wall Glides



/y/  V

as in yak

y



y	
y	
	b y
	y i n g
	y s



/wh/ 

as in whale

wh_

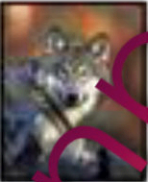


w	h	
w	h	
w	h	
w	h	

/w/ 

as in wolf

w



w	
w	
w	
w	

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Consonant Sound Wall Liquids



/r/ 

as in
raccoon

r
wr_



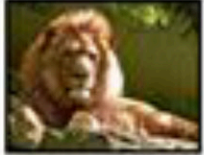
r	
r	
r	
r	



/l/ 

as in
lion

l



l	
l	
	l
	l

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Consonant Sound Wall 2 Sounds



/x/  
as in fox
x


	x
	x
	x

/q/  
as in quail
qu_


q	u	
q	u	
q	u	

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How to Study Spelling Words

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

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

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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 war 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

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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.

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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.”

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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

View/Purchase Grade 5 Spelling

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

View/Purchase Grade 5 Spelling

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

[View/Purchase Grade 5 Spelling](#)

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				

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The Grade 5 Academic Words List

The **Grade 5 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 5](#) 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.

vary	achieve	acquire	administer	effect	appropriate
aspect	assist	category	chapter	commission	community
complex	conclude	conduct	consequence	construct	consume
credit	culture	design	district	element	equate
evaluate	feature	final	focus	impact	injure
institute	invest	item	journal	maintain	normal
obtain	participate	perceive	positive	potential	previous
primary	purchase	range	region	regulate	relevant
reside	resource	secure	seek	select	site
strategy	survey				

View/Purchase Grade 5 Spelling

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

View/Purchase Grade 5 Spelling

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

View/Purchase Grade 5 Spelling

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	noticed	can't	strong

View/Purchase Grade 5 Spelling

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			

[View/Purchase Grade 5 Spelling](#)

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	every	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		

[View/Purchase Grade 5 Spelling](#)

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		

View/Purchase Grade 5 Spelling

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*).

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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>

View/Purchase Grade 5 Spelling

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

View/Purchase Grade 5 Spelling

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Short Vowel Sounds

“a_” /ă/
 “e_” /ĕ/
 “ea_” /ĕ/
 “i_” /ĭ/
 “o_” /ŏ/
 “ou_” /ŏ/
 “u_” /ŭ/
 “ou_” /ŭ/

cranberry
 stretched
 threading
 glittering
 blockers
 coughing
 rustproof
 touchdown

rynbrearc
 hceedrst
 dganihetr
 tltlgargei
 cblkesro
 uchogin
 corphtsur
 cdhwnoout

Long a Sound

“a”
 “a_e”
 “ai_”
 “_ay”
 “ei”

stabled
 carefully
 straining
 betrayal
 freighter

dletbas
 yluflarec
 ginianrts
 tylaaebr
 hefrgiret

Long e Sound

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

believed
 meetings
 teacher
 leisnrcly
 tambourne
 ceining

vdeeiellb
 mtsgniece
 srehaet
 ylurelies
 neuriboamt
 gincle

Long i Sound

“i”
 “i_e”
 “_igh”
 “_y”
 “_ie”

tricycles
 provided
 frightened
 beautify
 untied

ylcceirts
 dideprvo
 tndeehgirf
 fyiauetb
 teundi

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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

furfewe

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

tduaoiumir

malsto

lamsselt

oo as in rooster Sound

“oo”

“u”

“u _ e”

“ _ ew”

“ _ ue”

toothache

cruising

attitude

unscrewed

barbecued

eoatthch

rciuisgn

tttiadeu

dweenuscr

ecduberab

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Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

oo as in *woodpecker* Sound

“oo”

“_u_”

understood

sugarless

ouorsdtde

ragulsse

oi Sound

“oi_”

“_oy”

poisonous

enjoyment

opensiuos

emtnoje

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

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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
 uoanldgylpr

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
 jockrabbt
 generally
 gngantic
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “ei” with /ā/

earpiece
 receiving
 neighbors

ceiprae
 vgineicer
 osbhrieng

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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
epearoc
tnylrurce
eecnlyn
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

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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
rapspdica
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caijldu
oeusgrgo
rtvnion

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