

GRADE 6

CANADIAN ENGLISH SPELLING

GRADE 6 SPELLING

CANADIAN SPELLINGS

WEEKLY SORTS & TESTS

DIAGNOSTIC WORKSHEETS

SPELLING SORT

WEEKLY TEST

CATCH UP WHILE THEY KEEP UP
PENNINGTON PUBLISHING

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**Differentiated
Spelling
Instruction**
the Canadian
English Version
Grade 6

Mark Pennington

Pennington Publishing
El Dorado Hills, CA, U.S.A.

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Introduction, Overview, and Weekly Instructional Plan

Differentiated Spelling Instruction (the Canadian English Version) Grade 6 provides teachers with comprehensive program resources to teach both grade-level spelling patterns and previous grade-level spelling patterns which students have not yet mastered. With this program, Canadian teachers can truly differentiate instruction for all students with maximum instruction and practice, using minimal class time.

Canada is fortunate to have two official languages, and both Canadian French (Quebec, Acadia, and Métis) and Canadian English have significant dialectical variations. However, the vast number of pronunciations, spellings, grammar, and word meanings are quite similar. Even the differences are not universally accepted within Canada. The Prairie provinces often follow American spellings. Canadian dictionaries occasionally disagree about spellings. Regional spellings differ, as do those in academic and popular press.

With respect to the similarities and differences between Canadian and American English spellings, technological communication (including spell check) has standardized many spellings. However, because language is dynamic, it's fair to say that many of the newer words, and hence their spellings, are uniquely Canadian. For example, *The Canadian Oxford Dictionary*, first published in 1999, added over 5,000 words in its 2005 second edition. According to editor Katherine Barber, this new edition “features 2,200 uniquely Canadian words and senses, 350 usage notes, 7,000 idiomatic expressions, 5,500 biographical entries, and over 5,600 place names.”

This program focuses on instructional spelling patterns. Most are consistent between Canadian and American English, but where they differ, students will learn the Canadian spellings with notations that American English differs. Canadians often muse about their spelling inconsistencies; however, the vast majority of Canadian spelling patterns are quite regular and dependable. No doubt Canadian teachers will disagree with some of the preferred spellings, and should discuss these with their students.

Differentiated Spelling Instruction (the Canadian English Version) Grade 6 features 29 weekly grade-level spelling word lists and tests based upon instructional spelling patterns. Each spelling pattern has a corresponding spelling sort. Quarterly summative assessments with progress monitoring matrices help teachers monitor individual and class mastery of the grade-level spelling patterns.

To address the needs of diverse learners, the program provides the comprehensive whole-class Diagnostic Spelling Assessment with recording matrix to help teachers individualize spelling instruction. The corresponding 106 remedial spelling pattern worksheets each include targeted practice and a brief formative assessment.

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Overview

Explicit instructions are provided at the beginning of each program component.

Individualized Instruction

To prepare for individualized instruction, administer the **Diagnostic Spelling Assessment**. Correct and record the spelling pattern deficits on the **Diagnostic Spelling Assessment Mastery Matrix**. Using the matrix data, assign the targeted Spelling Pattern Worksheets to students who require remediation in the previous grade-level spelling patterns.

Each **Spelling Pattern Worksheet** explains the spelling pattern, provides examples, includes a spelling sort, has a word jumble, rhyme, and/or book search, and includes a **short formative assessment** to determine whether or not the student has mastered the spelling pattern. Students self-correct the worksheet to learn from their mistakes and mini-conference with the teacher, who corrects the formative assessment to determine mastery. If mastered, the teacher marks as such on the Diagnostic Spelling Assessment Mastery Matrix.

Whole Class Grade Level Instruction

The program includes weekly spelling lists built upon instructional spelling patterns. Students learn to apply the rules of spelling rather than just memorizing arbitrary word lists.

Diagnostic: Students take a weekly spelling pattern pretest and self-correct. Students create personal spelling lists from the words missed on their pretest, spelling errors identified in their writing, spelling errors from their previous spelling posttests, and from the supplemental resources provided in the appendix.

The teacher explains the weekly spelling pattern. Students complete the spelling pattern word sort and self-correct in class. Students study their personal spelling lists.

Formative: Students take the posttest (once a week or bi-weekly) in pairs, alternating dictations.

Summative: Students take four quarterly summative spelling assessments.

Extended Learning

The *Differentiated Spelling Instruction* appendix also includes these spelling resources: supplementary word lists, spelling review games, proofreading activities, spelling rules, and memorable spelling songs.

Now that's effective differentiated instruction! Your students can *catch up*, while they *keep up* with grade level spelling instruction.

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Weekly Spelling Instructional Plan:

Maximum instruction and practice, using minimal class time.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Class Activity	Spelling Patterns Pretest (7 Minutes)				
	Self-Correct Pretest (3 Minutes)	Introduce Spelling Sort (3 Minutes)	Self-Correct Spelling Sort (3 Minutes)		Spelling Patterns Paired Posttest (10 Minutes) or Every Other Week (15 Minutes)
Individual Instruction			Individualized Remedial Spelling Pattern Worksheet (10 Minutes)		
Classwork or Homework	Spelling Sort Personal Spelling List (20 Minutes)			Spelling Patterns Test Study (5 Minutes)	

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Why Other Spelling Programs Fall Short and Why Differentiated Spelling Instruction (DSI) Succeeds

- Others use solely American spellings and treat Canadian English spellings as exceptions to the orthographic rules.
- Others use “themed” spelling word lists, such as the Canadian provinces, colours, etc. DSI uses developmental spelling patterns for its word lists, providing sequential, research-based orthographic instruction.
- Others use practice worksheets which focus on rote spelling memorization, such as word searches, fill-in-the-blanks, or crossword puzzles. DSI uses practice worksheets which focus on sound-spelling patterns, such as spelling sorts, word jumbles, rhymes, syllable and accent rules.
- Others de-emphasize structural analysis and simply provide spelling lists to memorize. DSI emphasizes word study: syllables, accents, morphemes, inflections, spelling rules, pronunciation, and derivational influences.
- Others do not integrate spelling and vocabulary instruction. DSI connects spelling and vocabulary instruction through multiple meaning words, common Greek and Latin prefixes, roots, and suffixes, and syllabication practice.
- Others minimize the reading-spelling connection. DSI reinforces the decoding-encoding connection with an instructional scope and sequence aligned with systematic, explicit phonics instruction. The DSI program includes 7 years (Grades 2–8) of seamless spelling instruction with built-in review.
- Others ignore spelling and pronunciation irregularities. DSI includes “exceptions” throughout the program, providing problem-solving strategies that build student (and teacher) confidence in the English orthographic spelling system.
- Others use spelling tests solely as summative assessments. DSI uses spelling tests as diagnostic and formative instruments to help teachers differentiate instruction. Recording matrices enable teachers to keep track of mastered and un-mastered spelling patterns for each student—simple record-keeping and minimal paperwork.
- Others provide one-size-fits-all instruction. DSI provides the resources and management system for true individualized instruction with remedial, grade-level, and accelerated spellers.
- Others use visual-only spelling and vocabulary strategies. DSI uses multi-sensory instructional practice, including songs and rhymes (with Mp3 downloads), games and phonological awareness activities—perfect for students with auditory processing deficits and a “must” for effective Response to Intervention (RtI) instruction.
- Others have no writing-spelling connection. DSI requires students to develop weekly Personal Spelling Lists that include commonly misspelled words from their own writing.
- Others provide no review activities for formative and summative tests. DSI provides ample review activities, including spelling review games and word jumbles.

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Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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

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Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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

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Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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

Boldface denotes introductory level

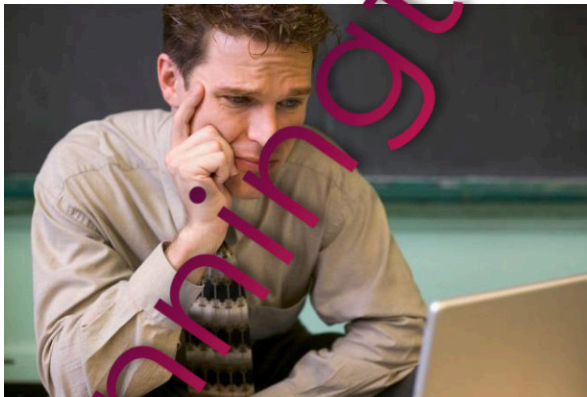
Blue font indicates American English derivations from Canadian English

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Teacher Pages

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



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Spelling Patterns Test #1

Vowel Diphthongs and *r*-controlled Vowels: *ar*, *ir*, *ur*

1. al**ar**ming
2. ca**au**tion
3. sh**ou**ld've
4. lo**ou**ge
5. emp**eo**yee
6. cr**u**de
7. cha**ar**latan
8. ch**ur**ning
9. st**ir**ring
10. ma**ar**velous
11. bu**ur**st
12. fro**ow**n
13. unde**oo**stood
14. mis**oo**nstrue
15. unf**ur**l
16. ch**ir**p
17. ba**ar**gain
18. oi**oi**ntment
19. me**ea**ntally
20. eli**ee**xir

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Spelling Sort Answers #1

Vowel Diphthongs and *r*-controlled Vowels: *ar*, *ir*, *ur*

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

SPELLING WORDS

1. alarming
2. caution
3. should've
4. lounge
5. employee
6. crude
7. charlatan
8. churning
9. stirring
10. marvelous
11. burst
12. frown
13. understood
14. misconstrue
15. unfurl
16. chirp
17. bargain
18. ointment
19. mentally
20. elixir

/aw/

rooster

caution

mentally

Short /oo/

as in woodpecker

should've

understood

/ow/

lounge

frown

ir

stirring

chirp

elixir

Long /oo/ as in

crude

misconstrue

/oi/

employee

ointment

ar

alarming

bargain

charlatan

marvelous

ur

churning

burst

unfurl

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Spelling Patterns Test #2

r-controlled Vowels: re and our

1. calibre
2. glamour
3. glamorous
4. centimetre
5. favorable
6. arbour
7. flavour
8. rigour
9. meagre
10. spectre
11. rigorous
12. valour
13. decorate
14. arborist
15. vaporous
16. decour
17. millilitre
18. theatre
19. tumour
20. mediocre

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Spelling Sort Answers #2

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

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

SPELLING WORDS

1. calibre
2. glamour
3. glamorous
4. centimetre
5. favorable
6. arbour
7. flavour
8. rigour
9. meagre
10. spectre
11. rigorous
12. valour
13. decorate
14. arborist
15. vaporous
16. decour
17. millilitre
18. theatre
19. tumour
20. mediocre

re

meagre
theatre
centimetre
calibre
mediocre
spectre
millilitre

our

glamour
flavour
arbour
rigour
valour
decour
tumour

or

glamorous
favorable
rigorous
decorate
vaporous
arborist

SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in bases. Often, the /er/ sound is spelled as “re” for suffixes.

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

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Spelling Patterns Test #3

Consonant Doubling

1. **biggest**
2. contain**ment**
3. gl**is**tening
4. equip**ment**
5. sh**ar**pene**d**
6. dri**pp**e**d**
7. imp**art**e**d**
8. sh**ock**ing
9. lead**off**
10. weak**ness**
11. hair**brush**
12. forb**idd**e**n**
13. run**ar**ound
14. convent**ion**
15. s**uff**er**ing**
16. restrict**ion**
17. f**ast**ening
18. head**light**
19. cruel**ness**
20. exp**ell**e**d**

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Spelling Sort Answers #3

Consonant Doubling

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

SPELLING WORDS

1. biggest
2. contain**ment**
3. gl**is**tening
4. equip**ment**
5. sh**ar**p**en**ed
6. dri**pp**ed
7. imp**art**ed
8. sh**ock**ing
9. leadoff
10. weak**ness**
11. hairbrush
12. forb**idd**en
13. runaround
14. conv**ent**ion
15. s**uff**ering
16. restr**ict**ion
17. f**ast**ening
18. headlight
19. cru**el**ness
20. exp**ell**ed

Double the Consonant

big**g**est
dri**pp**ed
forb**idd**en
exp**ell**ed

Suffix Begins with Consonant

cont**ainment**
equip**ment**
weak**ness**
cru**elness**

Accent Not on Ending Base Word or Incomplete Base

gl**is**tening
sh**ar**p**en**ed
s**uff**ering
f**ast**ening

No Vowel-Consonant at End of Base

imp**art**ed
sh**ock**ing
conv**ent**ion
restr**ict**ion

Compound Words

leadoff
hairbrush
runaround
headlight

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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Spelling Patterns Test #4

Consonant–"le" and Unaccented Vowel–l Doubling

1. tingle
2. dribble
3. icicle
4. candle
5. mangle
6. vehicle
7. pummelled
8. fuelled
9. grumble
10. traveller
11. tunnelled
12. pickled
13. warble
14. cubicle
15. unbuckle
16. totalled
17. particle
18. imperilled
19. peddler
20. wobble

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Spelling Sort Answers #4

Consonant–"le" and Unaccented Vowel–l Doubling

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

SPELLING WORDS

1. tingle
2. dribble
3. icicle
4. candle
5. mangle
6. vehicle
7. pummelled
8. fuelled
9. grumble
10. traveller
11. tunnelled
12. pickled
13. warble
14. cubicle
15. unbuckle
16. totalled
17. particle
18. imperilled
19. peddler
20. wobble

ble

dribble

wobble

grumble

warble

_cle

icicle

particle

cubicle

vehicle

_ckle

pickled

unbuckle

_dle

candle

peddler

_gle

tingle

mangle

fuelled

pummelled

traveller

tunnelled

imperilled

totalled

SPELLING TIPS

Syllable Rule

As an exception to the "Double the Last Consonant Spelling Rule," Canadian English doubles the *l* in unaccented syllables. Most often, the "el"

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Spelling Patterns Test #5

i before *e*

1. receivable
2. eighteen
3. unbelief
4. species
5. sheik
6. conceived
7. beige
8. grieving
9. codeine
10. foreign
11. misperceive
12. heiress
13. deceitful
14. policies
15. briefcase
16. veil
17. chieftain
18. weightless
19. conceitedly
20. fiefs

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Spelling Sort Answers #5

i before *e*

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

SPELLING WORDS

1. receivable
2. eighteen
3. unbelief
4. species
5. sheik
6. conceived
7. beige
8. grieving
9. codeine
10. foreign
11. misperceive
12. heiress
13. deceitful
14. policies
15. briefcase
16. veil
17. chieftain
18. weightless
19. conceitedly
20. fiefs

**ie (not
after c)**

unbelief
grieving
briefcase
chieftain
fiefs

**ei sounding
like /ā/**

eighteen
beige
heiress
veil
weightless

cei

receivable
conceived
misperceive
deceitful
conceitedly

Exceptions

species
sheik
codeine
foreign
policies

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Spelling Patterns Test #6

Hard and Soft *c* and *g* Sounds

1. **g**allon
2. **c**inderblock
3. electro**c**ution
4. **c**entaur
5. **c**ulinary
6. **c**ooperate
7. **c**atastrophe
8. eleg**y**
9. **G**enesis
10. **g**oggles
11. **c**ollar
12. monog**am**y
13. theocr**ac**y
14. disg**ust**ing
15. outg**o**ing
16. **c**itation
17. **c**entennial
18. **c**antankerous
19. effig**y**
20. **g**ender

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Spelling Sort Answers #6

Hard and Soft *c* and *g* Sounds

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

SPELLING WORDS

1. **g**allon
2. **c**inderblock
3. electro**c**ution
4. **c**entaur
5. **c**ulinary
6. **c**ooperate
7. **c**atastrophe
8. eleg**y**
9. **G**enesis
10. **g**oggles
11. **c**ollar
12. monog**am**y
13. theocr**ac**y
14. disg**us**ting
15. outg**o**ing
16. **c**itation
17. **c**entennial
18. **c**antankerous
19. effig**y**
20. **g**ender

ca

catastrophe

cantankerous

cu

electro**c**ution

culinary

ci

cinderblock

citation

ga

gallon

monog**am**y

go

goggles

outg**o**ing

gy

eleg**y**

effig**y**

co

cooperate

collar

ce

centaur

centennial

cy

theocr**ac**y

gu

disg**us**ting

ge

Genesis

gender

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Spelling Patterns Test #7

Plurals

1. grandfathers
2. surveys
3. cockroaches
4. citruses
5. meshes
6. stingrays
7. mathematics
8. sixes
9. thieves
10. crazes
11. wharves
12. foes
13. blazes
14. haunches
15. studios
16. bosses
17. crushes
18. taboos
19. climaxes
20. snowshoes

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Spelling Sort Answers #7

Plurals

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

SPELLING WORDS

1. grandfathers
2. surveys
3. cockroaches
4. citrus**es**
5. mesh**es**
6. stingray**s**
7. mathematics
8. six**es**
9. thief**es**
10. craz**es**
11. wharv**es**
12. foe**s**
13. blaz**es**
14. haunch**es**
15. studi**os**
16. boss**es**
17. crush**es**
18. tabo**os**
19. climax**es**
20. snowsho**es**

Just Add an "s"

(base doesn't end in o or y)

grandfathers
mathematics

Base Ending in Vowel before y

surveys
stingrays

Base Ending in /x/

sixes
climaxes

Base Ending in /sh/

meshes
crushes

Base Ending in /s/

citrus**es**
boss**es**

Base Ending in Vowel before o

studios
taboos

Base Ending in Consonant before o

foes
snowshoes

Base Ending in /ch/

cockroaches
haunches

Base Ending in /f/

thieves
wharves

Base Ending in /z/

crazes
blazes

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Spelling Patterns Test #8

Drop/Keep Final *e*

1. computing
2. separately
3. kneeling
4. sliceable
5. marriageable
6. ridiculed
7. advertisement
8. oboes
9. achievement
10. creative
11. imagination
12. squarely
13. replaceable
14. icing
15. latest
16. sizeable
17. effectiveness
18. serviceable
19. buckeyes
20. courageously

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Spelling Sort Answers #8

Drop/Keep Final *e*

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

SPELLING WORDS

1. computing
2. separately
3. kneeling
4. sliceable
5. marriageable
6. ridiculed
7. advertisement
8. oboes
9. achievement
10. creative
11. imagination
12. squarely
13. replaceable
14. icing
15. latest
16. sizeable
17. effectiveness
18. serviceable
19. buckeyes
20. courageously

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

computing

ridiculed

creative

imagination

icing

latest

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

sliceable

marriageable

replaceable

serviceable

courageously

Exception

sizeable

Keep *e* When Suffix Begins with Consonant

separately

advertisement

achievement

squarely

effectiveness

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

kneeling

oboes

buckeyes

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Spelling Patterns Lessons 1–8 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 1–8 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 1–8. 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 *awful* *awful* The engine made an awful sound. *awful*”

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

Correction

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

Helpful Hints

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

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Spelling Patterns Lessons 1–8 Summative Assessment

1. awful	The engine made an awful sound.	awful	
2. auditorium	The band played in the auditorium.	auditorium	
3. already	My teacher already knows the answer.	already	
4. falling	The child kept falling down the stairs.	falling	/aʊ/
5. poodle	he black poodle loved to eat ice cream.	poodle	
6. duty	Do your duty to your country.	duty	
7. overdue	Your library book is overdue.	overdue	
8. flute	She played a silver flute.	flute	
9. brewing	The coffee is always brewing at her house.	brewing	Long /oo/
10. looked	He looked older than he really was.	looked	
11. butcher	The local butcher was very skilled.	butcher	Short /oo/
12. poisoned	The chemical poisoned the water.	poisoned	
13. destroy	He had to destroy the work of art.	destroy	/oi/
14. crowded	This school is very crowded.	crowded	
15. counting	She began counting on her fingers.	counting	/ow/ (cow)
16. alarm	A man set off the car alarm.	alarm	
17. centre	I took the bus to the city centre.	centre	
18. firmly	The student held the handle firmly.	firmly	
19. favour	They favour the chocolate chip cookies.	favour	
20. curling	She liked curling her hair with her fingers.	curling	r-controlled
21. sample	The saleswoman gave me a sample.	sample	Consonant–“le”
22. travelling	I will be travelling to Europe this summer.	travelling	Vowel–“ll”
23. yesterday	I think she called me yesterday.	yesterday	Hard y
24. committee	The committee finished its task.	committee	Consonant
25. fighting	They were fighting over the video game.	fighting	Doubling
26. briefly	I briefly talked it over with him.	briefly	
27. neighbour	My next door neighbour is very helpful.	neighbour	
28. receiving	Have you been receiving your emails?	receiving	i before e
29. capture	Did the officer capture the prisoner?	capture	
30. coffee	The smell of fresh coffee was everywhere.	coffee	
31. cucumber	He likes cucumber in his salad.	cucumber	
32. procedure	The guard followed the procedure.	procedure	
33. cider	The apple cider was delicious.	cider	
34. cyclone	A terrible cyclone destroyed the fence.	cyclone	
35. gasoline	Is there enough gasoline in the tank?	gasoline	
36. agony	His face showed the agony of his decision.	agony	
37. gutter	The water drained down into the gutter.	gutter	
38. generous	The waiter received a generous tip.	generous	
39. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
40. apology	An apology would certainly be appropriate.	apology	c and g

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Spelling Patterns Lessons 1–8 Summative Assessment

41. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
42. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
43. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
44. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
45. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
46. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
47. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
48. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
49. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals
50. pleasant	The weather was pleasant today.	pleasant	
51. hopeless	Her situation seemed hopeless.	hopeless	
52. noticeable	His purple hair was quite noticeable.	noticeable	
53. changeable	Their attitudes were changeable day to day.	changeable	
54. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
55. courageous	I think what she did was very courageous.	courageous	
56. agreeing	I find myself agreeing with all his points.	agreeing	
57. canoeing	They went canoeing down the river.	canoeing	Drop/Keep
58. eyeing	The child was eyeing the chocolate cookies.	eyeing	Final e

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Spelling Patterns Test #9

Change/Keep y

1. defrayed
2. busiest
3. spryly
4. carrying
5. joyfully
6. hobbyist
7. repaying
8. merciful
9. greediness
10. penniless
11. blackberries
12. wryness
13. lying
14. centuries
15. disobeyed
16. assemblies
17. decaying
18. sixtyish
19. ancestries
20. repayment

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Spelling Sort Answers #9

Change/Keep y

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

SPELLING WORDS

1. defrayed
2. busiest
3. spryly
4. carrying
5. joyfully
6. hobbyist
7. repaying
8. merciful
9. greediness
10. penniless
11. blackberries
12. wryness
13. lying
14. centuries
15. disobeyed
16. assemblies
17. decaying
18. sixtyish
19. ancestries
20. repayment

Change the Final y to i
When the y Follows a
Consonant

busiest
merciful
greediness
penniless
blackberries
centuries
assemblies
ancestries

Keep the Final y When
the y Follows a Vowel

defrayed
joyfully
repaying
disobeyed
decaying
repayment

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

carrying
hobbyist
lying
sixtyish

Exceptions

spryly
wryness

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Spelling Patterns Test #10

“ph”

1. sulphite
2. caliph
3. atrophy
4. choreographed
5. epitaph
6. physically
7. biographical
8. metamorphosis
9. pharmacist
10. catastrophe
11. morphed
12. phobia
13. petroglyph
14. physician
15. geographic
16. physics
17. bibliographical
18. lithograph
19. physique
20. metamorphic

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Spelling Sort Answers #10

“ph”

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

SPELLING WORDS

1. sulphite
2. caliph
3. atrophy
4. choreographed
5. epitaph
6. physically
7. biographical
8. metamorphosis
9. pharmacist
10. catastrophe
11. morphed
12. phobia
13. petroglyph
14. physician
15. geographic
16. physics
17. bibliographical
18. lithograph
19. physique
20. metamorphic

Start of Base End of Base

sulphite	caliph
physically	choreographed
pharmacist	epitaph
phobia	biographical
physician	metamorphosis
physics	morphed
physique	petroglyph
	geographic
	bibliographical
	lithograph
	metamorphic

Start of Suffix

atrophy
catastrophe

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Spelling Patterns Test #11

“ion”

1. submersion
2. permission
3. clinician
4. complication
5. supervision
6. compulsion
7. diagnostician
8. conversion
9. cosmetician
10. concession
11. animation
12. dietician
13. objection
14. correction
15. invasion
16. impression
17. electrician
18. regulation
19. decisions
20. discussion

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Spelling Sort Answers #11

“ion”

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

SPELLING WORDS

1. submersion
2. permission
3. clinician
4. complication
5. supervision
6. compulsion
7. diagnostician
8. conversion
9. cosmetician
10. concession
11. animation
12. dietician
13. objection
14. correction
15. invasion
16. impression
17. electrician
18. regulation
19. decisions
20. discussion

**/shun/ after /zyun/
l or s**

permission	submersion
compulsion	supervision
concession	conversion
impression	invasion
discussion	decisions

Person

clinician
diagnostician
cosmetician
dietician
electrician

**Other /ion/
Spelling**

complication
animation
objection
correction
regulation

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Spelling Patterns Test #12

Vowel Shift

1. convene/convention
2. mortal/mortality
3. recite/recitation
4. resume/resumption
5. detention/detain
6. revise/revision
7. cosmos/cosmology
8. humane/humanity
9. assume/assumption
10. psychosis/psychotic
11. exclaim/
exclamation
12. photo/photography
13. neurotic/neurosis
14. pertinent/pertain
15. confide/confidential
16. renounce
/renunciation
17. acclaim/
acclamation
18. abstention/abstain
19. presume/
presumption
20. retention/retain

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Spelling Sort Answers #12

Vowel Shift

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

SPELLING WORDS

1. convene/convention
2. mortal/mortality
3. recite/recitation
4. resume/resumption
5. detention/detain
6. revise/revision
7. cosmos/cosmology
8. humane/humanity
9. assume/assumption
10. psychosis/psychotic
11. exclaim/
exclamation
12. photo/photography
13. neurotic/neurosis
14. pertinent/pertain
15. confide/confidential
16. renounce/
renunciation
17. acclaim/
acclamation
18. abstention/abstain
19. presume/
presumption
20. retention/retain

a

mortal/mortality
humane/humanity
exclaim/
exclamation
acclaim/
acclamation

i

recite/recitation
revise/revision
pertinent/pertain
confide/confidential

u

resume/resumption
assume/assumption
renounce/
renunciation
presume/
presumption

e

convene/convention
detention/detain
abstention/abstain
retention/retain

o

cosmos/cosmology
psychosis/psychotic
photo/photography
neurotic/neurosis

SPELLING TIPS

Why so many long vowel spellings?

English changed its long vowel sounds and spellings during the 1500s.

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Spelling Patterns Test #13

Consonant Shift

1. face/facial
2. specific/specificity
3. expend/expensive
4. emit/emission
5. defend/defensive
6. accurate/accuracy
7. corrode/corrosion
8. present/presence
9. public/publicize
10. silent/silencer
11. justice/judicial
12. statistic/statistician
13. substantially/substance
14. bendable/bent
15. evident/evidence
16. delude/delusion
17. democrat/democracy
18. voice/vocal
19. academic/academician
20. receded/recessional

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Spelling Sort Answers #13

Consonant Shift

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

SPELLING WORDS

1. face/facial
2. specific/specificity
3. expend/expensive
4. emit/emission
5. defend/defensive
6. accurate/accuracy
7. corrode/corrosion
8. present/presence
9. public/publicize
10. silent/silencer
11. justice/judicial
12. statistic/statistician
13. substantially/
substance
14. bendable/bent
15. evident/evidence
16. delude/delusion
17. democrat/
democracy
18. voice/vocal
19. academic/
academician
20. receded/recessional

c

face/facial
specific/specificity
public/publicize
justice/judicial
statistic/statistician
substantially/
substance
voice/vocal
academic/
academician

t-c or t-s

emit/emission
accurate/accuracy
present/presence
silent/silencer
evident/evidence
democrat/
democracy

d-s or d-t

expend/expensive
defend/defensive
corrode/corrosion
bendable/bent
delude/delusion
receded/recessional

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Spelling Patterns Test #14

“c/tial” and “c/tious”

1. celestial
2. atrocious
3. conscientious
4. tenacious
5. potentially
6. flirtatious
7. crucial
8. voracious
9. prejudicial
10. seditious
11. glacial
12. unconscious
13. residential
14. rambunctious
15. specially
16. circumstantial
17. malicious
18. officially
19. initial
20. pretentious

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Spelling Sort Answers #14

“c/tial” and “c/tious”

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

SPELLING WORDS

1. celestial
2. atrocious
3. conscientious
4. tenacious
5. potentially
6. flirtatious
7. crucial
8. voracious
9. prejudicial
10. seditious
11. glacial
12. unconscious
13. residential
14. rambunctious
15. specially
16. circumstantial
17. malicious
18. officially
19. initial
20. pretentious

_cial

crucial
prejudicial
glacial
specially
officially

_cious

atrocious
tenacious
voracious
unconscious
malicious

_tial

celestial
potentially
residential
circumstantial
initial

_tious

conscientious
flirtatious
seditious
rambunctious
pretentious

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Spelling Patterns Test #15

Vowel-“se” or “ve”

1. surprised
2. enclave
3. initiative
4. diseased
5. legalese
6. oppose
7. shirtsleeve
8. disapprove
9. released
10. manganese
11. enterprise
12. imprecise
13. suppose
14. concave
15. underachieve
16. conservative
17. improvement
18. comprehensive
19. eraser
20. grandiose

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Spelling Sort Answers #15

Vowel-“se” or “ve”

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

SPELLING WORDS

1. surprised
2. enclave
3. initiative
4. diseased
5. legalese
6. oppose
7. shirtsleeve
8. disapprove
9. released
10. manganese
11. enterprise
12. imprecise
13. suppose
14. concave
15. underachieve
16. conservative
17. improvement
18. comprehensive
19. eraser
20. grandiose

_ase

diseased
released
eraser

_ese

legalese
manganese

_ise

surprised
enterprise
imprecise

_ose

oppose
suppose
grandiose

_ave

enclave
concave

_eve

shirtsleeve
underachieve

_ive

initiative
conservative
comprehensive

_ove

disapprove
improvement

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Spelling Patterns Lessons 9–15 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #59 to continue where the Spelling Patterns Lessons 1–8 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–8 and Lessons 9–15 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 9–15 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 9–15. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 59 is *cherries* cherries The tree was loaded with cherries. cherries”

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 9–15 Summative Assessment

59. cherries	The tree was loaded with cherries.	cherries	
60. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	Change/
61. spying	My little sister was spying on my friends.	spying	Keep
62. pharmacy	The pharmacy supplies his medicine.	pharmacy	
63. biography	Her biography was difficult to read.	biography	“ph”
64. expulsion	An expulsion from school is very serious.	expulsion	
65. missionary	The missionary lived in a mountainous area.	missionary	
66. confusion	The confusion was finally ended.	confusion	
67. musician	That musician is very talented.	musician	
68. evolution	The evolution of the idea took some time.	evolution	/ion/
69. artificial	The patient waited for an artificial heart.	artificial	
70. partial	He had partial blindness in one eye.	partial	
71. suspicious	I am very suspicious of that young man.	suspicious	“c/tial”/
72. fictitious	Her fictitious story fooled the police officer.	fictitious	“c/tious”
73. humble	His humble attitude was refreshing.	humble	consonant-
74. trickle	The water slowed down to just a trickle.	trickle	“le”
75. increase	The tax increase paid for a new school.	increase	vowel-
76. executive	A busy executive needs to be organized.	executive	“se”/“ve”

View/Purchase Grade 6 Canadian Spelling

Spelling Patterns Test #16

“est,” “ist,” and “iest”

1. forest
2. novelist
3. existence
4. iciest
5. soloist
6. dirtiest
7. insistence
8. modest
9. noisiest
10. specialist
11. tempest
12. journalist
13. loudest
14. motorist
15. angriest
16. riskiest
17. investigate
18. greediest
19. cheapest
20. likeliest

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Spelling Sort Answers #16

“est,” “ist,” and “iest”

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

SPELLING WORDS

1. forest
2. novelist
3. existence
4. iciest
5. soloist
6. dirtiest
7. insistence
8. modest
9. noisiest
10. specialist
11. tempest
12. journalist
13. loudest
14. motorist
15. angriest
16. riskiest
17. investigate
18. greediest
19. cheapest
20. likeliest

_est

forest

iciest

modest

tempest

loudest

investigate

cheapest

_iest

dirtiest

noisiest

angriest

riskiest

greediest

likeliest

_ist

novelist

existence

soloist

insistence

specialist

journalist

motorist

View/Purchase Grade 6 Canadian Spelling

Spelling Patterns Test #17

“ice,” “ise,” and “ize”

1. notice
2. specialize
3. disguise
4. centralize
5. exercise
6. justice
7. visualize
8. advertise
9. prejudice
10. itemize
11. compromised
12. idolize
13. supervise
14. apprentice
15. hospitalize
16. despise
17. cowardice
18. novice
19. advise
20. accomplice

View/Purchase Grade 6 Canadian Spelling

Spelling Sort Answers #17

“ice,” “ise,” and “ize”

Directions: Place accent marks over any accented vowels that are incorrectly circled.

SPELLING WORDS

1. notice
2. specialize
3. disguise
4. centralize
5. exercise
6. justice
7. visualize
8. advertise
9. prejudice
10. itemize
11. compromised
12. idolize
13. supervise
14. apprentice
15. hospitalize
16. despise
17. cowardice
18. novice
19. advise
20. accomplice

ice

notice

justice

prejudice

apprentice

cowardice

novice

accomplice

ize

specialize

centralize

visualize

itemize

idolize

hospitalize

ise

disguise

exercise

advertise

compromised

supervise

despise

advise

View/Purchase Grade 6 Canadian Spelling

Spelling Patterns Test #18

“able”

1. variable
2. quotable
3. amicable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. delegable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

View/Purchase Grade 6 Canadian Spelling

Spelling Sort Answers #18

“able”

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

SPELLING WORDS

1. variable
2. quotable
3. amicable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. delegable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

Base Words (Without Silent Final e)

variable
taxable
questionable
accountable
favorable
unbearable
reliable

Following Hard /c/

amicable
applicable
replicable

Base Words with Silent Final e)

quotable
valuable
notable
disputable
drivable
ignitable
adorable

Following Hard /g/

navigable
delegable
huggable

View/Purchase Grade 6 Canadian Spelling

Spelling Patterns Test #19

“ible”

1. impossible
2. audible
3. visible
4. reproducible
5. edible
6. legible
7. credible
8. terrible
9. admissible
10. flexible
11. horrible
12. tangible
13. convertible
14. responsible
15. accessible
16. combustible
17. irresistible
18. collectible
19. eligible
20. collapsible

View/Purchase Grade 6 Canadian Spelling

Spelling Sort Answers #19

“ible”

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

SPELLING WORDS

1. impossible
2. audible
3. visible
4. reproduc**ible**
5. ed**ible**
6. leg**ible**
7. cred**ible**
8. terr**ible**
9. admiss**ible**
10. flex**ible**
11. horr**ible**
12. tang**ible**
13. convert**ible**
14. respons**ible**
15. access**ible**
16. combust**ible**
17. irresis**ible**
18. collect**ible**
19. elig**ible**
20. collaps**ible**

**Following
Bound Bases
(other than those
ending in “ss,”
soft /c/,
or soft /g/)**

audible
visible
edible
credible
terrible
flexible
horrible
convertible
combustible
irresistible
collectible

**Following Bases
Ending in “ss”**

impossible
admissible
accessible

**Following Bases
Ending in
Soft /c/**

reproduc**ible**
respons**ible**
collaps**ible**

**Following Bases
Ending in
Soft /g/**

leg**ible**
tang**ible**
elig**ible**

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Spelling Patterns Test #20

Schwa

1. tinsel
2. sultan
3. random
4. bedlam
5. abstinence
6. bigot
7. taken
8. signal
9. humidity
10. customary
11. eloquent
12. approach
13. anthem
14. deity
15. harmony
16. panel
17. solemn
18. eminent
19. sediment
20. finally

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Spelling Sort Answers #20

Schwa

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

SPELLING WORDS

1. tinsel
2. sultan
3. random
4. bedlam
5. abstinence
6. bigot
7. taken
8. signal
9. humidity
10. customary
11. eloquent
12. approach
13. anthem
14. deity
15. harmony
16. panel
17. solemn
18. eminent
19. sediment
20. finally

a

sultan
bedlam
signal
approach
finally

e

tinsel
taken
anthem
panel
solemn

i

abstinence
humidity
deity
eminent
sediment

o

random
bigot
customary
eloquent
harmony

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Spelling Patterns Test #21

“ant,” “ance,” “ancy”

1. significance
2. endurance
3. elegance
4. attendance
5. avoidance
6. vacancy
7. annoyance
8. applicant
9. acquaintance
10. clearance
11. extravagance
12. expectancy
13. servant
14. alliance
15. irritant
16. repentance
17. compliance
18. appearance
19. inhabitant
20. assurance

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Spelling Sort Answers #21

“ant,” “ance,” “ancy”

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

SPELLING WORDS

1. significance
2. endurance
3. elegance
4. attendance
5. avoidance
6. vacancy
7. annoyance
8. applicant
9. acquaintance
10. clearance
11. extravagance
12. expectancy
13. servant
14. alliance
15. irritant
16. repentance
17. compliance
18. appearance
19. inhabitant
20. assurance

Following Base Words (other than those that end in “ear,” “ure,” or those that can’t add “ation”)

attendance
avoidance
annoyance
acquaintance
expectancy
servant
alliance
repentance
compliance

Following Hard /c/
significance

Can Add “ation” to Base

vacancy
applicant
irritant
inhabitant

Following “ear”
clearance
appearance

Following “ur”
endurance
assurance

Following Hard /g/
elegance
extravagance

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Spelling Patterns Test #22

“ent,” “ence,” “ency”

1. difference
2. evidence
3. frequent
4. circumference
5. adjacent
6. consequences
7. coherence
8. intelligence
9. innocent
10. adherence
11. sufficiency
12. reference
13. coincidence
14. emergency
15. ingredient
16. inference
17. belligerent
18. contingency
19. obedience
20. confident

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Spelling Sort Answers #22

“ent,” “ence,” “ency”

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

SPELLING WORDS

1. difference
2. evidence
3. frequent
4. circumference
5. adjacent
6. consequences
7. coherence
8. intelligence
9. innocent
10. adherence
11. sufficiency
12. reference
13. coincidence
14. emergency
15. ingredient
16. inference
17. belligerent
18. contingency
19. obedience
20. confident

**Following
Incomplete
Bases (other
than those that
end in “id,”**

**soft /c/, soft /g/,
or “ere”)**

difference
frequent
circumference
consequences
sufficiency
reference
ingredient
inference
belligerent
obedience

Following “id”

evidence
coincidence
confident

**Following
Soft /c/**

adjacent
innocent

**Following
Soft /g/**

intelligence
emergency
contingency

Following “ere”

coherence
adherence

View/Purchase Grade 6 Canadian Spelling

Spelling Patterns Lessons 16–22 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 #75 to continue where the Spelling Patterns Lessons 1–8 and Lessons 9–15 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–8, Lessons 9–15, and Lessons 16–22 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 16–22 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 16–22. 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 77 is *modest modest* Her modest dress was appropriate. *modest*”

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 16–22 Summative Assessment

77. modest	Her modest dress was appropriate.	modest	
78. specialist	He was a specialist in the army reserves.	specialist	
79. greediest	They are the greediest children that I know.	greediest	“ist”/“est”
80. apprentice	The apprentice learned the business.	apprentice	“ee”/“ise”/
81. visualize	I can visualize how the machine works.	visualize	“ize”/“yze”
82. favorable	The reviews of the movie are favorable.	favorable	
83. adorable	Those two kittens are adorable.	adorable	
84. applicable	The sales tax is not applicable on food.	applicable	
85. navigable	The shallow lake is barely navigable.	navigable	“able”
86. visible	On a clear day, the mountain is visible.	visible	
87. accessible	The entrance has to be accessible.	accessible	
88. reducible	The fraction is not reducible.	reducible	
89. eligible	She is not eligible for the senior discount.	eligible	“ible”
90. avoidance	Your avoidance of the task caused delays.	avoidance	
91. irritant	The pesticide spray is an irritant for many.	irritant	
92. clearance	The clearance sale is almost over.	clearance	
93. insurance	Automobile insurance is required.	insurance	
94. significant	The plumbing has significant problems.	significant	“ant”/“ance”/
95. elegant	The party and decorations were elegant.	elegant	“ancy”
96. sequence	The sequence of the numbers was simple.	sequence	
97. confident	I am confident that you can do the job.	confident	
98. innocence	He always maintained his innocence.	innocence	
99. intelligence	It takes superior intelligence to succeed.	intelligence	“ent”/“ence”/
100. reverence	Her quiet reverence marked her character.	reverence	“ency”

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Spelling Patterns Test #23

“ary,” “ery,” “ory,” “ury,” and “ry”

1. secondary
2. laboratory
3. surgery
4. territory
5. century
6. voluntary
7. bribery
8. exploratory
9. fury
10. everyone
11. country
12. directory
13. solitary
14. industry
15. luxury
16. hereditary
17. mandatory
18. burglary
19. angry
20. scenery

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Spelling Sort Answers #23

“ary,” “ery,” “ory,” “ury,” and “ry”

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

SPELLING WORDS

1. secondary
2. laboratory
3. surgery
4. territory
5. century
6. voluntary
7. bribery
8. exploratory
9. fury
10. everyone
11. country
12. directory
13. solitary
14. industry
15. luxury
16. hereditary
17. mandatory
18. burglary
19. angry
20. scenery

_ary

secondary
voluntary
solitary
hereditary
burglary

_ery

surgery
bribery
everyone
scenery

_ory

laboratory
territory
exploratory
directory
mandatory

_ury

century
fury
luxury

_ry

country
industry
angry

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Spelling Patterns Test #24

“us” and “ous”

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

View/Purchase Grade 6 Canadian Spelling

Spelling Sort Answers #24

“us” and “ous”

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

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

_us

virus
circus
census
surplus

_cious

precocious
subconscious
audacious
malicious

_tious

cautiously
infectious
ambitiously
scrumptious

_eous

righteous
instantaneous
spontaneous
gorgeous

_rious

furious
industrious
serious
variously

SPELLING TIPS

**How does a word
get added to a
dictionary?**

If a word appears
frequently in print,
it will be added as
an entry.

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Spelling Patterns Test #25

Pronunciation Problems

1. et cetera
2. mischievous
3. supposedly
4. jewelry
5. probably
6. potable
7. foliage
8. mayonnaise
9. supremacist
10. interpret
11. pronunciation
12. miniature
13. ordinance
14. temperature
15. asterisk
16. federal
17. relevant
18. hierarchy
19. masonry
20. groceries

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Spelling Sort Answers #25

Pronunciation Problems

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

SPELLING WORDS

1. et cetera
2. mischievous
3. supposedly
4. jewelry
5. probably
6. potable
7. foliage
8. mayonnaise
9. supremacist
10. interpret
11. pronunciation
12. miniature
13. ordinance
14. temperature
15. asterisk
16. federal
17. relevant
18. hierarchy
19. masonry
20. groceries

Sound Substitution

et cetera
supposedly
potable
interpret
pronunciation
asterisk
relevant
groceries

Dropped Syllable

probably
foliage
mayonnaise
supremacist
miniature
ordinance
temperature
federal
hierarchy

Added Vowel

mischievous
jewelry
masonry

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Spelling Patterns Test #26

Greek and Latin “toward,” “apart,” and “against” Prefixes

1. **se**paratist
2. **ad**here
3. **af**fectionate
4. **di** divulge
5. **dis**aggregate
6. **an**alogous
7. **of**fence
8. **ac**ceptance
9. **as**sociate
10. **at**tractive
11. **di**gress
12. **di**fferentiate
13. **al**locate
14. **di**visive
15. **se**gregate
16. **ag**gressive
17. **ob**sessive
18. **oc**cult
19. **ap**pealing
20. **op**position

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Spelling Sort Answers #26

Greek and Latin “toward,” “apart,” and “against” Prefixes

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

SPELLING WORDS

1. separatist
2. adhere
3. affectionate
4. divulge
5. disaggregate
6. analogous
7. offence
8. acceptance
9. associate
10. attractive
11. digress
12. differentiate
13. allocate
14. divisive
15. segregate
16. aggressive
17. obsessive
18. occult
19. appealing
20. opposition

toward

adhere

affectionate

analogous

acceptance

associate

attractive

allocate

aggressive

appealing

against

offence

obsessive

occult

opposition

apart

separatist

divulge

disaggregate

digress

differentiate

divisive

segregate

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Spelling Patterns Test #27

Common Greek and Latin Bases

1. **regulate**
2. **equity**
3. **durability**
4. **attribute**
5. **agonize**
6. **photophobia**
7. **synthesis**
8. **parity**
9. **solitude**
10. **ascending**
11. **charitable**
12. **lecture**
13. **malnutrition**
14. **monogamy**
15. **paradox**
16. **virile**
17. **pendant**
18. **biannual**
19. **terminal**
20. **cosmetic**

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Spelling Sort Answers #27

Common Greek and Latin Bases

Directions: Share your best words with the class.

SPELLING WORDS

1. **regulate**
2. **equity**
3. **durability**
4. **attribute**
5. **agonize**
6. **photophobia**
7. **synthesis**
8. **parity**
9. **solitude**
10. **ascending**
11. **charitable**
12. **lecture**
13. **malnutrition**
14. **monogamy**
15. **paradox**
16. **virile**
17. **pendant**
18. **biannual**
19. **terminal**
20. **cosmetic**

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 #28

Greek “rh” “ch” “ogue”; Latin “ae” and “oe” Plurals

Directions: Dictate only the singular forms for #s1–10.
Direct students to print both singular and plural forms.

1. oasis/oases
2. radius/ radii
3. criterion/criteria
4. addendum/addenda
5. alumnus/alumni
6. curriculum/curricula
7. hypothesis/
hypotheses
8. phenomenon/phenomena
9. nebula/nebulae
10. formula/formulae
11. automaton/automata
12. apnoea
13. orthopaedic
14. ache
15. rhombus
16. chaos
17. catalogue
18. diarrhoea
19. rhinoceros
20. prologue

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Spelling Sort Answers #28

Greek “rh” “ch” “ogue”; Latin “ae” and “oe”; Plurals

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

SPELLING WORDS

1. oasis/oases
2. radius/ radii
3. criterion/criteria
4. addendum/
addenda
5. alumnus/alumni
6. curriculum/
curricula
7. hypothesis/
hypotheses
8. phenomenon/
phenomena
9. nebula/nebulae
10. formula/
formulae
11. automaton/
automata
12. apnoea
13. orthopaedic
14. ache
15. rhombus
16. chaos
17. catalogue
18. diarrhoea
19. rhinoceros
20. prologue

Greek /er/ rh_

rhinoceros

rhombus

Greek _ogue

catalogue

prologue

Latin oe

diarrhoea

apnoea

Singular _us Plural _i

radius/radii

alumnus/alumni

Singular _on Plural _a

automaton/
automata

Greek /k/ ch

chaos

ache

Latin ae

anaesthesia

orthopaedic

Singular _is Plural _es

oasis/oases

hypothesis/
hypotheses

Singular _um Plural _a

curriculum/
curricula

addendum/
addenda

Singular _a Plural _ae

nebula/nebulae

formula/formulae

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Spelling Patterns Test #29

French Spellings

1. critique
2. soldier
3. crevasse
4. brunette
5. ballet
6. surgeon
7. gourmet
8. pigeon
9. corsage
10. buffet
11. dinette
12. chandelier
13. dungeon
14. opaque
15. mirage
16. demitasse
17. antiques
18. sabotage
19. gazette
20. masquerade

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Spelling Sort Answers #29

French Spellings

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

SPELLING WORDS

1. critique
2. soldier
3. crevasse
4. brunette
5. ballet
6. surgeon
7. gourmet
8. pigeon
9. corsage
10. buffet
11. dinette
12. chandelier
13. dungeon
14. opaque
15. mirage
16. demitasse
17. antiques
18. sabotage
19. gazette
20. masquerade

_et

ballet
gourmet
buffet

_ette

brunette
dinette
gazette

_ier

soldier
chandelier

_que

critique
opaque
antiques
masquerade

_asse

crevasse
demitasse

_age

corsage
mirage
sabotage

_eon

surgeon
pigeon
dungeon

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Spelling Patterns Test #30

British Spellings

1. memorise
2. metre
3. theorise
4. colour
5. centre
6. neighbour
7. humour
8. analyse
9. criticise
10. offence
11. labour
12. fibre
13. mould
14. licence
15. realisation
16. defence
17. litre
18. saviour
19. organisation
20. theatre

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Spelling Sort Answers #30

British Spellings

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

SPELLING WORDS

1. memorise
2. metre
3. theorise
4. colour
5. centre
6. neighbour
7. humour
8. analyse
9. criticise
10. offence
11. labour
12. fibre
13. mould
14. licence
15. realisation
16. defence
17. litre
18. saviour
19. organisation
20. theatre

British-American

se _ze

memorise
theorise
analyse
criticise
realisation
organisation

re _er

metre
centre
fibre
litre
theatre

British-American

ou-o

colour
neighbour
humour
labour
mould
saviour

c-s

offence
licence
defence

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Spelling Patterns Lessons 1–30 Summative Assessment

Preparation

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

Administration

Introduce the Spelling Patterns Lessons 1–30 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 *awful* *awful* The engine made an *awful* sound. *awful*”

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

Correction

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

Helpful Hints

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

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Spelling Patterns Lessons 1–30 Summative Assessment

1. awful	The engine made an awful sound.	awful	
2. auditorium	The band played in the auditorium.	auditorium	
3. already	My teacher already knows the answer.	already	
4. falling	The child kept falling down the stairs.	falling	/aʊ/
5. poodle	The black poodle loved to eat ice cream.	poodle	
6. duty	Do your duty to your country.	duty	
7. overdue	Your library book is overdue.	overdue	
8. flute	She played a silver flute.	flute	
9. brewing	The coffee is always brewing at her house.	brewing	Long /oo/
10. looked	He looked older than he really was.	looked	
11. butcher	The local butcher was very skilled.	butcher	Short /oo/
12. poisoned	The chemical poisoned the water.	poisoned	
13. destroy	He had to destroy the work of art.	destroy	/oi/
14. crowded	This school is very crowded.	crowded	
15. counting	She began counting on her fingers.	counting	/ow/ (cow)
16. alarm	A man set off the car alarm.	alarm	
17. centre	I took the bus to the city centre.	centre	
18. firmly	The student held the handle firmly.	firmly	
19. favour	They favour the chocolate chip cookies.	favour	
20. curling	She liked curling her hair with her fingers.	curling	r-controlled
21. yesterday	I think she called me yesterday.	yesterday	Hard y
22. committee	The committee finished its task.	committee	Consonant
23. fighting	They were fighting over the video game.	fighting	Doubling
24. sample	The saleswoman gave me a sample.	sample	Consonant–“le”
25. travelling	I will be travelling to Europe this summer.	travelling	Vowel–“ll”
26. briefly	I briefly talked it over with him.	briefly	
27. neighbour	My next door neighbour is very helpful.	neighbour	
28. receiving	Have you been receiving your emails?	receiving	i before e
29. capture	Did the officer capture the prisoner?	capture	
30. coffee	The smell of fresh coffee was everywhere.	coffee	
31. cucumber	He likes cucumber in his salad.	cucumber	
32. procedure	The guard followed the procedure.	procedure	
33. cider	The apple cider was delicious.	cider	
34. cyclone	A terrible cyclone destroyed the fence.	cyclone	
35. gasoline	Is there enough gasoline in the tank?	gasoline	
36. agony	His face showed the agony of his decision.	agony	
37. gutter	The water drained down into the gutter.	gutter	
38. generous	The waiter received a generous tip.	generous	
39. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
40. apology	An apology would certainly be appropriate.	apology	c and g

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Spelling Patterns Lessons 1–30 Summative Assessment

41. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
42. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
43. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
44. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
45. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
46. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
47. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
48. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
49. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolf</i>	Plurals
50. pleasant	The weather was pleasant today.	pleasant	
51. hopeless	Her situation seemed hopeless.	hopeless	
52. noticeable	His purple hair was quite noticeable.	noticeable	
53. changeable	Their attitudes were changeable day to day.	changeable	
54. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
55. courageous	I think what she did was very courageous.	courageous	
56. agreeing	I find myself agreeing with all his points.	agreeing	
57. canoeing	They went canoeing down the river.	canoeing	Drop/Keep
58. eyeing	The child was eyeing the chocolate cookies.	eyeing	Final e
59. cherries	The tree was loaded with cherries.	cherries	
60. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	Change/
61. spying	My little sister was spying on my friends.	spying	Keep y
62. pharmacy	The pharmacy supplies his medicine.	pharmacy	
63. biography	Her biography was difficult to read.	biography	“ph”
64. expulsion	An expulsion from school is very serious.	expulsion	
65. missionary	The missionary lived in a mountainous area.	missionary	
66. confusion	The confusion was finally ended.	confusion	
67. musician	That musician is very talented.	musician	
68. evolution	The evolution of the idea took some time.	evolution	/ion/
69. artificial	The patient waited for an artificial heart.	artificial	
70. partial	He had partial blindness in one eye.	partial	
71. suspicious	I am very suspicious of that young man.	suspicious	“c/tial”/
72. fictitious	Her fictitious story fooled the police officer.	fictitious	“c/tious”
73. humble	His humble attitude was refreshing.	humble	Consonant-
74. trickle	The water slowed down to just a trickle.	trickle	“le”
75. increase	The tax increase paid for a new school.	increase	Vowel-
76. executive	A busy executive needs to be organized.	executive	“se”/“ve”
77. modest	Her modest dress was appropriate.	modest	
78. specialist	He was a specialist in the army reserves.	specialist	
79. greediest	They are the greediest children that I know.	greediest	“ist”/“est”
80. apprentice	The apprentice learned the business.	apprentice	“ice”/“ise”/
81. visualize	I can visualize how the machine works.	visualize	“ize”/“yze”

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Spelling Patterns Lessons 1–30 Summative Assessment

82. favorable	The reviews of the movie are favorable.	favorable	
83. adorable	Those two kittens are adorable.	adorable	
84. applicable	The sales tax is not applicable on food.	applicable	
85. navigable	The shallow lake is barely navigable.	navigable	
86. visible	On a clear day, the mountain is visible.	visible	
87. accessible	The entrance has to be accessible.	accessible	
88. reducible	The fraction is not reducible.	reducible	
89. eligible	She is not eligible for the senior discount.	eligible	
90. avoidance	Your avoidance of the task caused delays.	avoidance	
91. irritant	The pesticide spray is an irritant for many.	irritant	
92. clearance	The clearance sale is almost over.	clearance	
93. insurance	Automobile insurance is required.	insurance	
94. significant	The plumbing has significant problems.	significant	
95. elegant	The party and decorations were elegant.	elegant	
96. sequence	The sequence of the numbers was simple.	sequence	
97. confident	I am confident that you can do the job.	confident	
98. innocence	He always maintained his innocence.	innocence	
99. intelligence	It takes superior intelligence to succeed.	intelligence	
100. reverence	Her quiet reverence marked her character.	reverence	
101. rhyme	Their free verse poetry did not rhyme.	rhyme	
102. chorus	The songwriter's chorus was memorable.	chorus	
103. epilogue	The author's epilogue closed the novel.	epilogue	
104. anaesthesia	The anaesthesia put her to sleep quickly.	anaesthesia	
105. subpoena	The witness was issued a subpoena.	subpoena	

“ant”/“ance”/
“ancy”

“ent”/“ence”/
“ency”

Greek /er/ “rh”
Greek /k/ “ch”
Greek “ogue”
Latin “ae”
Latin “oe”

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Spelling Worksheet #1 Diphthongs / r-controlled Vowels

Spelling Rule

Vowel diphthongs make two sounds for the vowel combination. The *r* controls the sound of the vowel before it and also influences the sound of the vowel that follows.

Spelling Sort

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

SPELLING WORDS

1. alarming
2. caution
3. should've
4. lounge
5. employee
6. crude
7. charlatan
8. churning
9. stirring
10. marvelous
11. burst
12. frown
13. understood
14. misconstrue
15. unfurl
16. chirp
17. bargain
18. ointment
19. mentally
20. elixir

/aw/

Long /oo/ as in *rooster*

Short /oo/
as in *woodpecker*

/oi/

/ow/

ar

ir

ur

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Spelling Worksheet #2 *r*-controlled Vowels: *re* and *our*

Spelling Rule

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

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

SPELLING WORDS

1. calibre
2. glamour
3. glamorous
4. centimetre
5. favorable
6. arbour
7. flavour
8. rigour
9. meagre
10. spectre
11. rigorous
12. valour
13. decorate
14. arborist
15. vaporous
16. decour
17. millilitre
18. theatre
19. tumour
20. mediocre

_re

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

_our

_or

SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in bases. Often, the /er/ sound is spelled as “re” for suffixes.

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

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Spelling Worksheet #3 Consonant Doubling

Spelling Rule

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

Spelling Sort

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

SPELLING WORDS

1. biggest
2. containment
3. glistening
4. equipment
5. sharpened
6. dripped
7. imparted
8. shocking
9. leadoff
10. weakness
11. hairbrush
12. forbidden
13. runaround
14. convention
15. suffering
16. restriction
17. fastening
18. headlight
19. cruelty
20. expelled

Double the Consonant

No Vowel-Consonant at End of Base

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base Word 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

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Spelling Worksheet #4

Consonant-"le" and Unaccented Vowel-/ Doubling

Spelling Rule

The consonant-le syllable always follows a base. The final *e* is always silent, and the schwa /uh/ sound comes before the *l*. Double the final *l* when a word has more than one syllable and follows with a vowel suffix *_ing*, *_ation*, *_ed*, *_ous*, or *_er*.

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

SPELLING WORDS

1. tumble
2. equalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

_ble

_gle

**Unaccented
Vowel-*l* Doubling**

_cle

_ckle

SPELLING TIPS

Syllable Rule

As an exception to the "Double the Last Consonant Spelling Rule," Canadian English doubles the *l* in unaccented syllables.

_dle

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Spelling Worksheet #5 *i* before *e*

Spelling Rule

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 Sort

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

SPELLING WORDS

1. receivable
2. eighteen
3. unbelief
4. species
5. sheik
6. conceived
7. beige
8. grieving
9. codeine
10. foreign
11. misperceive
12. heiress
13. deceitful
14. policies
15. briefcase
16. veil
17. chieftain
18. weightless
19. conceitedly
20. heifs

ie (not
after *c*)

ei sounding
like /ā/

Exceptions

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Spelling Worksheet #6 Hard and Soft /c/ and /g/

Spelling Rule

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 Sort

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

SPELLING WORDS

1. gallon
2. cinderblock
3. electrocution
4. centaur
5. culinary
6. cooperate
7. catastrophe
8. elegy
9. Genesis
10. goggles
11. collar
12. monogamy
13. theocracy
14. disgusting
15. outgoing
16. citation
17. centennial
18. cantankerous
19. effigy
20. gender

ca

co

cu

ce

ci

cy

ga

ge

go

gu

gy

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Spelling Worksheet #7 Plurals

Spelling Rule

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 Sort

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

SPELLING WORDS

1. grandfathers
2. surveys
3. cockroaches
4. citruses
5. meshes
6. stingrays
7. mathematics
8. sixes
9. thieves
10. crazes
11. wharves
12. foes
13. blazes
14. haunches
15. studios
16. bosses
17. crushes
18. taboos
19. climaxes
20. snowshoes

Just Add an “s”
(base doesn’t end in o or y)

Base Ending in Vowel
before o

Base Ending in
Vowel before v

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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Spelling Worksheet #8 Drop/Keep Final e

Spelling Rule

When adding on a suffix to a base that ends in silent final *e*, drop the “e” if the suffix begins with a vowel as in *take + ing = taking*. Keep the “e” if any of these apply: 1. The suffix begins with a consonant as in *wisely* 2. The base ends in soft *c* or *g* followed by the “able” suffix as in *noticeable* and *changeable* 3. The base ends in soft *c* or *g* followed by the “ous” suffix as in *courageous* 4. The base ends in “ee” as in *seeing* 5. The base ends in “oe” as in *candoeing* 6. The base ends in “ye” as in *eyeing*.

Spelling Sort

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

SPELLING WORDS

1. computing
2. separately
3. kneeling
4. sliceable
5. marriageable
6. ridiculed
7. advertisement
8. oboes
9. achievement
10. creative
11. imagination
12. squarely
13. replaceable
14. icing
15. latest
16. sizeable
17. effectiveness
18. serviceable
19. buckeyes
20. courageous

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

Keep *e* When Suffix
Begins with Consonant

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

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

Exception

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Spelling Worksheet #9 Change/Keep y

Spelling Rule

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 Sort

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

SPELLING WORDS

1. defrayed
2. busiest
3. spryly
4. carrying
5. joyfully
6. hobbyist
7. repaying
8. merciful
9. greediness
10. penniless
11. blackberries
12. wryness
13. lying
14. centuries
15. disobeyed
16. assemblies
17. decaying
18. sixtyish
19. ancestries
20. repayment

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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Spelling Worksheet #10 “ph”

Spelling Rule

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 Sort

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

SPELLING WORDS

1. sulphite
2. caliph
3. atrophy
4. choreographed
5. epitaph
6. physically
7. biographic
8. metamorphosis
9. pharmacist
10. catastrophe
11. morphed
12. phobia
13. petroglyph
14. physician
15. geographic
16. physics
17. bibliographical
18. lithograph
19. physique
20. metamorphic

Start of Base

End of Base

Start of Suffix

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Spelling Worksheet #11 /ion/

Spelling Rule

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 indicates 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 Sort

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

SPELLING WORDS

1. submersion
2. permission
3. clinician
4. complication
5. supervision
6. compulsion
7. diagnostician
8. conversion
9. cosmetician
10. concession
11. animation
12. dietician
13. objection
14. correction
15. invasion
16. impression
17. electrician
18. regulation
19. decisions
20. discussion

/shun/ after *l* or *s*

/zyun/

Person

Other /ion/ Spelling

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Spelling Worksheet #12 Vowel Shift

Spelling Rule

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 Sort

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

SPELLING WORDS

1. convene/convention
2. mortal/mortality
3. recite/recitation
4. resume/resumption
5. detention/detain
6. revise/revision
7. cosmos/cosmology
8. humane/humanity
9. assume/assumption
10. psychosis/psychotic
11. exclaim/
exclamation
12. photo/photography
13. neurotic/neurosis
14. pertinent/pertain
15. confide/confidential
16. renounce/
renunciation
17. acclaim/
acclamation
18. abstention/abstain
19. presume/
presumption
20. retention/retain

a

_____	_____
_____	_____
_____	_____
_____	_____

i

o

_____	_____
_____	_____
_____	_____

u

SPELLING TIPS

Why so many long vowel spellings?

English changed its long vowel sounds and spellings during the 1500s.

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Spelling Worksheet #13 Consonant Shift

Spelling Rule

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 Sort

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

SPELLING WORDS

1. face/facial
2. specific/specificity
3. expend/expensive
4. emit/emission
5. defend/defensive
6. accurate/accuracy
7. corrode/corrosion
8. present/presence
9. public/publicize
10. silent/silencer
11. justice/judicial
12. statistic/statistician
13. substantially/
substance
14. bendable/bent
15. evident/evidence
16. delude/delusion
17. democrat/
democracy
18. voice/vocal
19. academic/
academician
20. receded/recessional

c

t-c or t-s

d-s or d-t

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Spelling Worksheet #14 “c/tial” and “c/tious”

Spelling Rule

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 Sort

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

SPELLING WORDS

1. celestial
2. atrocious
3. conscientious
4. tenacious
5. potentially
6. flirtatious
7. crucial
8. voracious
9. prejudicial
10. seditious
11. glacial
12. unconscious
13. residential
14. rambunctious
15. specially
16. circumstantial
17. malicious
18. officially
19. initial
20. pretentious

_cial

_tial

_cious

_tious

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Spelling Worksheet #15 Vowel—"se," "ve"

Spelling Rule

The *s* and *v* serve as the consonant sounds in a special silent final *e* spelling pattern. The *e* vowel—"se" and vowel—"ve" spelling patterns do not 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 Sort

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

SPELLING WORDS

1. surprised
2. enclave
3. initiative
4. diseased
5. legalese
6. oppose
7. shirtsleeve
8. disapprove
9. released
10. manganese
11. enterprise
12. imprecise
13. suppose
14. concave
15. underachieve
16. conservative
17. improvement
18. comprehensive
19. eraser
20. grandiose

_ase

_ese

_ise

_ose

_ave

_eve

_ive

_ove

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Spelling Worksheet #16 “est,” “ist,” and “iest”

Spelling Rule

The “_est” and “_iest” suffixes can be superlative modifiers to indicate the “most” or “highest degree,” as in *best* and *funniest*, or the “est” can simply be part of a base word. The “_iest” suffix changes the ending y in the base to an i. The “_ist” suffix means “one who makes, does, or believes.” The meaning determines the spelling.

Spelling Sort

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

SPELLING WORDS

1. forest
2. novelist
3. existence
4. iciest
5. soloist
6. dirtiest
7. insistence
8. modest
9. noisiest
10. specialist
11. tempest
12. journalist
13. loudest
14. motorist
15. angriest
16. riskiest
17. investigate
18. greediest
19. cheapest
20. likeliest

_est

_ist

_iest

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Spelling Worksheet #17 “ice,” “ise,” and “ize”

Spelling Rule

The “_ice” suffix means “one who” or it simply indicates a noun form. This suffix is an exception to the final silent *e* rule because it has a short vowel *i* sound (/ɪ/) as in *apprentice*. The “_ise” and “ize” suffixes mean “to cause to be.” The “_ise” spelling is a British influence, while the “ize” spelling is the preferred Canadian and American spelling.

Spelling Sort

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

SPELLING WORDS

1. notice
2. specialize
3. disguise
4. centralize
5. exercise
6. justice
7. visualize
8. advertise
9. prejudice
10. itemize
11. compromised
12. idolize
13. supervise
14. apprentice
15. hospitalize
16. despise
17. cowardice
18. novice
19. advise
20. accomplice

_ice

_ise

_ize

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Spelling Worksheet #18 “able”

Spelling Rule

Spell “able” as a suffix (and not “ible”) if the base before the suffix has a hard /c/ or /g/ sound as in *cable* or *gable*. Also spell “able” after a base word, including those ending in a silent *e* as in *teachable* and *likeable*.

Spelling Sort

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

SPELLING WORDS

1. variable
2. quotable
3. amicable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. delegable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

Base Words

(Without Silent Final *e*)

Base Words with

Silent Final *e*

Following Hard /c/

Following Hard /g/

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Spelling Worksheet #19 “ible”

Spelling Rule

Spell “ible” as a suffix (and not “able”) if the base before the suffix has a soft /c/ or /g/ sound as in *reducible* or *eligible*. Also spell “ible” after an bound base as in *visible*. Also spell “ible” after a base ending in “ss” as in *permissible*.

Spelling Sort

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

SPELLING WORDS

1. impossible
2. audible
3. visible
4. reproducible
5. edible
6. legible
7. credible
8. terrible
9. admissible
10. flexible
11. horrible
12. tangible
13. convertible
14. responsible
15. accessible
16. combustible
17. irresistible
18. collectible
19. eligible
20. collapsible

Following
Bound Bases (other than
those ending in “ss,” soft
/c/, or soft /g/)

Following Bases
Ending in “ss”

Following Bases
Ending in Soft /c/

Following Bases
Ending in Soft /g/

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Spelling Worksheet #20 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 Sort

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

SPELLING WORDS

1. tinsel
2. sultan
3. random
4. bedlam
5. abstinence
6. bigot
7. taken
8. signal
9. humidity
10. customary
11. eloquent
12. approach
13. anthem
14. deity
15. harmony
16. panel
17. solemn
18. eminent
19. sediment
20. finally

a

e

i

o

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Spelling Worksheet #21 “ant,” “ance,” “ancy”

Spelling Rule

End a word with the suffixes “ant,” “ance,” or “ancy” (not “ent,” “ence,” or “ency”) if the base before has a hard /c/ or /g/ sound as in *significant*, *elegance*, or *vacancy*. Also, spell “ant,” “ance,” or “ancy” if the base ends with “ear” or “ure” as in *clearance* or *insurance*.

Spelling Sort

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

SPELLING WORDS

1. significance
2. endurance
3. elegance
4. attendance
5. avoidance
6. vacancy
7. annoyance
8. applicant
9. acquaintance
10. clearance
11. extravagance
12. expectancy
13. servant
14. alliance
15. irritant
16. repentance
17. compliance
18. appearance
19. inhabitant
20. assurance

Following Base Words
(other than those that end in “ear,” “ure,” or those that can’t add “ation”)

Can Add “ation”
to Base

Following “ear”

Following “ure”

Following Hard /c/

Following Hard /g/

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Spelling Worksheet #22 “ent,” “ence,” “ency”

Spelling Rule

End a word with the suffixes “ent,” “ence,” or “ency” (not “ant,” “ance,” or “ancy”) if the base before has a soft /c/ or /g/ sound as in *magnificent*, *intelligence*, or *emergency*. Also, spell “ent,” “ence,” or “ency” if the base ends with “id” or “ere” as in *residence* or *reverence*.

Spelling Sort

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

SPELLING WORDS

1. difference
2. evidence
3. frequent
4. circumference
5. adjacent
6. consequences
7. coherence
8. intelligence
9. innocent
10. adherence
11. sufficiency
12. reference
13. coincidence
14. emergency
15. ingredient
16. inference
17. belligerent
18. contingency
19. obedience
20. confident

Following Bound Bases
(other than those that end
in “id,” soft /c/, soft /g/ or
“ere”)

Following “id”

Following Soft /c/

Following Soft /g/

Following “ere”

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Spelling Worksheet #23 “ary,” “ery,” “ory,” “ury,” and “ry”

Spelling Focus

The vowel-“ry” suffix means “related to” or “connected with.” These suffix spellings need to be memorized.

Spelling Sort

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

SPELLING WORDS

1. secondary
2. laboratory
3. surgery
4. territory
5. century
6. voluntary
7. bribery
8. exploratory
9. fury
10. everyone
11. country
12. directory
13. solitary
14. industry
15. luxury
16. hereditary
17. mandatory
18. burglary
19. angry
20. scenery

_ary

_ery

_ory

_ury

_ry

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Spelling Worksheet #24 “us” and “ous”

Spelling Focus

The “_us,” “_eous,” “_cious,” “_rious,” and “_tious” suffixes all mean “full of.” These words must be memorized.

Spelling Sort

Sort each spelling word into the group that best matches its sound and 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

_us

_eous

_cious

_rious

_tious

SPELLING TIPS

**How does a word
get added to a
dictionary?**

**If a word appears
frequently in print,
it will be added as
an entry.**

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Spelling Worksheet #25 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 Sort

Sort each spelling word into the group that best matches.

SPELLING WORDS

1. et cetera
2. mischievous
3. supposedly
4. jewellery
5. probably
6. potable
7. foliage
8. mayonnaise
9. supremacist
10. interpret
11. pronunciation
12. miniature
13. ordinance
14. temperature
15. asterisk
16. federal
17. relevant
18. hierarchy
19. masonry
20. groceries

Sound Substitution

Dropped Syllable

Added Vowel

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Spelling Worksheet #26 Greek and Latin Prefixes

Spelling Focus

The Greek and Latin bases that mean *toward*, *apart*, and *against* are connected to bases to form thousands of words in the English language. Notice the similarities in spelling, especially the “a”-consonant spellings for *toward*, the “di”-consonant and “se”-consonant spellings for *apart*, and the “o”-consonant spellings for *against*.

Spelling Sort

Sort each spelling word into the group that best matches the meaning of the prefix.

SPELLING WORDS

1. separatist
2. adhere
3. affectionate
4. divulge
5. disaggregate
6. analogous
7. offence
8. acceptance
9. associate
10. attractive
11. digress
12. differentiate
13. allocate
14. divisive
15. segregate
16. aggressive
17. obsessive
18. occult
19. appealing
20. opposition

toward

apart

against

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Spelling Worksheet #27 Common Greek and Latin Bases

Spelling Focus

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

Write Another

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

SPELLING WORDS

1. regulate
2. equity
3. durability
4. attribute
5. agonize
6. photophobia
7. synthesis
8. parity
9. solitude
10. ascending
11. charitable
12. lecture
13. malnutrition
14. monogamy
15. paradox
16. virile
17. pendant
18. biannual
19. terminal
20. cosmetic

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 Worksheet #28

Greek “rh” “ch” “ogue”; Latin “ae” and “oe” Plurals

Spelling Focus

Greek and Latin spellings are common in academic words and in medicine. Latin plural endings follow certain patterns.

Spelling Sort

Sort each spelling word and spelling pair into the group that best matches.

SPELLING WORDS

1. oasis/oases
2. radius/ radii
3. criterion/criteria
4. addendum/
addenda
5. alumnus/alumni
6. curriculum/
curricula
7. hypothesis/
hypotheses
8. phenomenon/
phenomena
9. nebula/nebulae
10. formula/formulae
11. automaton/
automata
12. apnoea
13. orthopaedic
14. ache
15. rhombus
16. chaos
17. catalogue
18. diarrhoea
19. rhinoceros
20. prologue

Greek /er/ rh_

Greek /k/ ch

Greek _ogue

Latin ae

Latin oe

Singular _is Plural _es

Singular _us Plural _i

Singular _um Plural _a

Singular _on Plural _a

Singular _a Plural _ae

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Spelling Worksheet #29 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 has French spellings. Common French suffix spellings include “_et,” “_ette,” “_ier,” “_que,” “_asse,” “_age,” and “_eon.”

Spelling Sort

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

SPELLING WORDS

1. critique
2. soldier
3. crevasse
4. brunette
5. ballet
6. surgeon
7. gourmet
8. pigeon
9. corsage
10. buffet
11. dinette
12. chandelier
13. dungeon
14. opaque
15. mirage
16. demitasse
17. antiques
18. sabotage
19. gazette
20. masquerade

_et

_ette

_ier

_que

_asse

_age

_eon

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Spelling Worksheet #30 British Spellings

Spelling Focus

British English differs from American English spellings in a number of ways.

Spelling Sort

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

SPELLING WORDS

1. memorise
2. metre
3. theorise
4. colour
5. centre
6. neighbour
7. humour
8. analyse
9. criticise
10. offence
11. labour
12. fibre
13. mould
14. licence
15. realisation
16. defence
17. litre
18. saviour
19. organisation
20. theatre

British-American

_se – _ze

British-American

ou – o

re – _er

c – s

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Diagnostic Spelling Assessment (Canadian English Version) Preparation, Administration, Correction, and Recording

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

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

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

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

Assessment Formats

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

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

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

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

View/Purchase Grade 6 Canadian Spelling

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

FRONT SIDE

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

BACK SIDE

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

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Cheating: Note that incorrect spellings will be accompanied by the Google red squiggly line indicating a spelling error. Students may be tempted to right click the word and select the correct spelling; however, if the teacher tells the students the purpose of the test and directs them not to self-correct, students will generally follow instructions. Telling students that they will receive the same amount of credit whether the spelling is accurate or not, and using the “fast speed” audio also helps students avoid the temptation of cheating. Teacher uploads the students’ Google Forms to the Spelling Patterns Assessment Mastery Matrix Google Sheets.

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

Administration

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

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

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

Correction

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

Recording the Data

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling. Or create a spreadsheet from the document. If using Google Forms, upload the data to the Diagnostic Spelling Assessment Google Sheets. Note that the matrix includes 106 test items as used in the grade 8 program.

View/Purchase Grade 6 Canadian Spelling

Diagnostic Spelling Assessment (Canadian English Version)

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.	neighbour	My neighbour wakes up early each morning.	neighbour	
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.	human	She was a great human being.	human	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	

End of Grade 2 Test 1

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Diagnostic Spelling Assessment (Canadian English Version)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	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/

End of Grade 3 Test Items

56.	curling	She liked curling her hair with her fingers.	curling	
57.	theatre	They went to the theatre to see the play.	theatre	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	colour	He can name each colour in the rainbow.	colour	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

End of Grade 4 Test Items

65.	spicy	The Mexican food was spicy.	spicy	Soft y Long /e/
66.	identify	No one could identify the stranger.	identify	Soft y Long /i/
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	Consonant
68.	commitment	The coach questioned his commitment.	commitment	Doubling
69.	travelling	They wanted to join the travelling circus.	travelling	
70.	dodgeball	The children could not play dodgeball.	dodgeball	
71.	advantage	We had the advantage of playing at home.	advantage	/j/
72.	believe	I will believe it when I see it.	believe	
73.	receive	Did you receive the letter?	receive	“ie”/“ei”
74.	radios	We listened to our radios.	radios	
75.	bushes	They found the child hiding in the bushes.	bushes	
76.	ladies	The ladies softball team won their game.	ladies	
77.	bookshelves	They dusted the bookshelves.	bookshelves	
78.	women			

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Diagnostic Spelling Assessment (Canadian English Version)

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

End of Grade 5 Test Items

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

End of Grade 6 Test Items

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

End of Grade 7 Test Items

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

End of Grade 8 Test Items

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[illegible]

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Sound-Spellings as in the word:

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Visual Watermark

Diagnostic Spelling Assessment Mastery Matrix

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NOTES

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Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the kindergarten–sixth 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 102 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 102 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		
	Long <i>o</i> Sound Vowels	r-controlled Vowels
Silent Final <i>e</i>	35. o	56. ur
	36. _oe	57. _re
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. _our
10. o_e	Long <i>u</i> Sound Vowels	
11. u_e	39. u	Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	40. _ew	
13. _le	41. _ue	61. Hard <i>c</i>
14. _ve		62. Soft <i>c</i>
15. Long <i>e</i> i_e	oo Sound as in rooster	63. Hard <i>g</i>
	42. oo	64. Soft <i>g</i>
Consonant Digraph Sounds	43. _ue	
16. sh	44. u	Soft <i>y</i>
17. ch and _tch	45. _ew	65. Long /i/
18. th		66. Long /e/
19. wh_	oo Sound as in woodpecker	
20. ph	46. oo	Consonant Doubling
	47. _u_	67. Doubled
Long <i>a</i> Sound Vowels		68. Not Doubled
21. a	ow Sound as in cow	69. “ell”
22. _ay	48. _ow	
23. ai_	49. ou_	/j/
24. ei		70. “dge”
	oi Sound	71. “ge”
Long <i>e</i> Sound Vowels	50. oi_	
25. e	51. _oy	“ie”/“ei”
26. _ee		72. “ie”
27. [c]ei		73. “ei”
28. _y		
29. ea		
30. Vowel		

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Sound-Spelling Patterns Scope and Sequence

Plurals	Latin “ae”/ “oe”/Plurals
74. Add <i>s</i> after Vowel-o and <i>y</i>	94. anaesthesia
75. Add “es” after /x/, /ch/, /sh/, /s/, and /z/	95. apnoea
76. Change <i>y</i> to <i>i</i> and add “es”	
77. Change “fe” to “ves”	/ion/
78. Irregular Plurals	
	96. /ion/ “sion”
Silent Letters	97. /ion/ “cian”
	98. /ion/ “tion”
79. “mb”	
80. “gn”	Consonant-“le”
	99. Short Vowel-Consonant-le
Final e	100. Other Vowel-Consonant-le
81. Drop Final <i>e</i> before Suffix	
82. Keep Final <i>e</i>	Schwa
/ch/	
	101. Short Schwa
83. /ch/ “tch”	102. Long Schwa
84. /ch/ “ch”	
Consonant Digraph Sounds	
85. /k/ “c” and “ck”	
86. /k/ “k”	
Final y	
87. Drop Final <i>y</i> before Suffix	
88. Keep Final <i>y</i> before Suffix	
<i>l, f, s, z</i>	
89. Double <i>l, f, s, z</i>	
90. Drop <i>l</i> with “all,” “till,” and “full”	
Greek Spellings	
91. “rh”	
92. “ch”	
93. “ogue”	

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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
mutant

touch
brunch

dune
skunk

stuff
music

rumor
rust

luck
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
locker

shock
route

pots
loop

tonight
hope

boat
monster

onto
tossed

Short *o* Sound “o” Spellings

Other “o” Spellings

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

stoc _____ lckoc _____

lonbd _____ glsbbreoni* _____

*Bonus

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

stop _____ lost _____

knock _____ mob _____

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

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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
neighbour

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	blast	bank	class	cranky	brad
match	article	aid	cheetah	break	cracker

Short *a* “a” Spellings

Other “a” Spellings

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

ntsad _____ slta _____

ckrcare _____ gdrnoutlebat* _____

*Bonus

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

stack _____ pad _____

sat _____ band _____

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

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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 _____ eespkkae* _____

*Bonus

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

stake _____ plate _____

page _____ case _____

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

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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	hatch
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. ____
_____ 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. ____

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	leading
reach	measure	fever	meant	predict	beside

Long *e* “e” Spellings

Other “e” Spellings

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

sbedie _____ ghtldei _____

vrewie _____ tedmecen* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

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Spelling Pattern Worksheet #26

Long *e* Sound “_ee”

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

SORT Write each word in the correct column.

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

Long *e* “ee” Spellings

Other “ee” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

feeb	_____	elryef	_____
ekse	_____	freeree*	_____

*Bonus

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

need	_____	fee	_____
reef	_____	peek	_____

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

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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	neighbour	beige	conceit

Long *e* “[c]ei” Spellings

Other “ei” Spellings

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

teicde	_____	cvngiede	_____
ceireve	_____	ptirece*	_____

*Bonus

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

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

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

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Spelling Pattern Worksheet #28

Long *e* Sound “_y”

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

SORT Write each word in the correct column.

bicycles
cyclone

early
country

ready
horrify

sly
untying

beauty
berry

fairy
goodbye

Long *e* “_y” Spellings

Other “y” Spellings

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

ytud _____ tgyimh _____

daly _____ pylletcmoe* _____

*Bonus

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

righty _____ glory _____

runny _____ smelly _____

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

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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	weat	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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian 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	untie	fries	died	believe	conceive
pies	copied	tried	science	pieces	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 6 Canadian 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. _____

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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	erow
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 6 Canadian 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	glowing	chowder

Long o “ow” Spellings

Other “ow” Spellings

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

wngro _____ nwigto _____

oedwts _____ bteowi* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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 6 Canadian 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. _____

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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	dues
sued	issue	statue	avenue	argued	guess

oo Sound as in *rooster* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rtue _____ edglu _____

ldues _____ ntrueu* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 Canadian 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. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 Canadian 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 _____ crecrkosw _____

tews _____ obwnren* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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
butcher

octopus
museum

pushpin
judicial

trucker
sugar

dust
sunshine

pussycat
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 6 Canadian 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	_____	wovel	_____
dowry	_____	syobcow*	_____

*Bonus

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

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

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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 6 Canadian 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	sow	choose	boil	oyster	toy
enjoy	boycott	coal	annoy	oboes	noise

oi Sound “_oy” Spellings

Other Sound Spellings

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

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

yojluf _____ plemoy _____
yibohs _____ gniyortsed* _____

*Bonus

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

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

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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. _____

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

View/Purchase Grade 6 Canadian 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 6 Canadian 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.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #56

r-controlled “ur”

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

SORT Write each word in the correct column.

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

er Sound “ur” Spellings

Other Sound Spellings

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

rdremu _____ runtngi _____

fsru _____ lurehr* _____

*Bonus

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

urn _____ furl _____

spurt _____ curse _____

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

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #57

r-controlled “er” and “re”

FOCUS The *er* sound heard in *ermine* can be spelled “er” as in *her*. As a suffix, the *er* sound is spelled “re”.

SORT Write each word in the correct column.

perfect	curtain	fern	hurled	centre	clerk
thirty	sharp	bored	charming	metre	theatre

/er/ Sound Spellings

Other Sound Spellings

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

rnest _____ rltie _____

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 6 Canadian 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. _____

_____ p. _____ p. _____

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

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Spelling Pattern Worksheet #59

r-controlled “ar”

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

SORT Write each word in the correct column.

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

ar Sound “ar” Spellings

Other *r*-controlled Spellings

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

rmcha _____ ttsaring _____

hrksa _____ harccloa* _____

*Bonus

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

star _____ arm _____

lard _____ art _____

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

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Spelling Pattern Worksheet #60

r-controlled “or” and “our”

FOCUS The *or* sound heard in *orca* can be spelled “or” as in *orange*. As a suffix, the *or* sound is spelled “our”.

SORT Write each word in the correct column.

burn	sport	fir	honour	runner	colour
stormy	alerted	porches	favour	backyard	furled

/or/ Sound Spellings

Other *r*-controlled Spellings

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

rtyfo _____ bwrnen _____

blaruo _____ 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.

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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.

ctahe	_____	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 6 Canadian 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 6 Canadian 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 6 Canadian 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.

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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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian Spelling

Spelling Pattern Worksheet #69

“_ell”

FOCUS In Britain and Canada, the final “l” of both accented and unaccented syllables are doubled before most suffixes.

SORT Write each word in the correct column.

intelligent	traveller	quarrelled	rebell	fuelled	cellular
umbrella	modelling	equalling	embellished	imperilled	labelled

“_ell” Accented Syllables

“_ell” Unaccented Syllables

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

eucllrer	_____	dettollda	_____
tsdaemill	_____	sllrcyaetzi*	_____

*Bonus

WRITE Compose a sentence using an “_ell” spelling word.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #70

/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 6 Canadian Spelling

Spelling Pattern Worksheet #71

/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 6 Canadian Spelling

Spelling Pattern Worksheet #72

“_ie”

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

SORT Write each word in the correct column.

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

Long /e/ “_ie” Spellings

Long /i/ “_ie” Spellings

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

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

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

esrid	_____ sielf	_____
lyied	_____ sudsierntni*	_____

*Bonus

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

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #73

“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	neighbour	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 6 Canadian Spelling

Spelling Pattern Worksheet #74

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

guys
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. _____

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 6 Canadian Spelling

Spelling Pattern Worksheet #75

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 6 Canadian Spelling

Spelling Pattern Worksheet #76

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	saunders
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 6 Canadian Spelling

Spelling Pattern Worksheet #77

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 6 Canadian Spelling

Spelling Pattern Worksheet #78

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 6 Canadian Spelling

Spelling Pattern Worksheet #79

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 6 Canadian Spelling

Spelling Pattern Worksheet #80

Silent Consonant Letters

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

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 6 Canadian Spelling

Spelling Pattern Worksheet #81

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 _____

lcsogle _____ tementsta* _____

*Bonus

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

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #82

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” (eying).

shoed	basement	dyed	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 6 Canadian Spelling

Spelling Pattern Worksheet #83

/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 6 Canadian Spelling

Spelling Pattern Worksheet #84

/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 6 Canadian Spelling

Spelling Pattern Worksheet #85

/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 6 Canadian Spelling

Spelling Pattern Worksheet #86

/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 6 Canadian Spelling

Spelling Pattern Worksheet #87

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 6 Canadian Spelling

Spelling Pattern Worksheet #88

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 6 Canadian Spelling

Spelling Pattern Worksheet #89

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
totally

cufflinks
critical

awful
buzzer

merciful
cussing

hissing
bluff

colorful
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 6 Canadian Spelling

Spelling Pattern Worksheet #90

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

FOCUS When added to another syllable, *all* drops the final *l* and is spelled “al” (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	rightful
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 6 Canadian Spelling

Spelling Pattern Worksheet #91

Greek /er/ “rh”

FOCUS The /er/ sound heard in *ermine* can be spelled “rh” (rhythm).

SORT Write each word in the correct column.

rhyme	rhinoceros	warhorse	carhop	rhombus	metorical
overhang	spearhead	rhubarb	overheard	rhinestone	fatherhood

/er/ “rh” Spellings

Other Spellings

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

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

ythmichr	_____	minyhgr	_____
nosih	_____	ricoethr*	_____

*Bonus

WRITE Compose a sentence using one of your own short /er/ “rh” spelling words not found on this worksheet.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #92

Greek /k/ “ch”

FOCUS The /k/ sound heard in *kangaroo* can be spelled “ch” (chorus).

SORT Write each word in the correct column.

chemical	archer	catchy	chaos	couches	anchor
stomach	attached	technology	bunches	clutches	ache

/k/ “ch” Spellings

Other /k/ Spellings

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

ridoch _____ rusohc _____

hemecs _____ hnicaecm* _____

*Bonus

WRITE Compose a sentence using one of your own /k/ “ch” spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #93

Greek “ogue”

FOCUS The “ogue” Canadian spelling is frequently spelled “og” in the United States.

SORT Write each word in the correct column.

backlog	catalog	dialog	epilog	epilog	catalogue
synagogue	weblog	prologue	waterlog	monologue	dialogue

Canadian Spellings

American Spellings

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

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

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

gauealno	_____	vargoeulte	_____
eggmaeduo	_____	laegeiduo*	_____

*Bonus

WRITE Compose a sentence using a “ogue” spelling word.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #94

Latin “ae”

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

SORT Write each word in the correct column.

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

Canadian Spellings

American Spellings

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

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

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

roolsea	_____	Iraiea	_____
etarea	_____	botaeciar*	_____

*Bonus

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

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #95

Latin “oe” and Latin Plurals

FOCUS The “oe” Canadian spelling for Latin-based words is frequently spelled “e” in the United States.

SORT Write each word in the correct column.

diarrhoea maneuver apnoea apnea amoeba
onomatopoeia subpoena manoeuvre phoenix diarrhea

Canadian Spellings

American Spellings

Canadian and American Spellings

FOCUS Latin plural spellings are quite consistent.

- Singular Latin nouns ending in “us” change the “us” to “i” for plurals. **Examples:** syllabus-syllabi, cactus-cacti
- Singular Latin nouns ending in “um” change the “um” to “a” for plurals. **Examples:** curriculum-curricula, datum-data
- Singular Latin nouns ending in “ix” or “ex” change the “ix” or “ex” to “i” for plurals. **Examples:** matrix-matrices, index-indices
- Singular Latin nouns ending in “is” change the “is” to “es” for plurals. **Examples:** analysis-analyses, crises-crises

WRITE Compose a sentence using an “oe” spelling word and a Latin plural.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #96

/ion/ “sion”

FOCUS When a suffix sounds like */shun/* and follows an *l* or *s*, spell “sion” (expulsion, mission). Also, when the suffix sounds like */zyun/*, spell “sion” (explosion).

SORT Write each word in the correct column.

permission	confusion	compulsion	supervision	conversion	concession
impression	invasion	decision	discussion	division	propulsion

/shun/ after *l* or *s* “sion” Spellings

/zyun/ “sion” Spellings

SEARCH In a book find four words with */ion/* “sion” 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 */ion/* “sion” spelling found in each jumbled word.

sionxelup _____ ssesnio _____

sasoinp _____ nocsoinluv* _____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “sion” spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #97

/ion/ “cian”

FOCUS If the suffix sounds like */shun/* and indicates a person, spell “cian” (musician).

SORT Write each word in the correct column.

magician	politician	conviction	pediatrician	destination	possession
electrician	dietician	depression	mortician	national	missionary

/ion/ “cian” Spellings

Other */ion/* Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEARCH In a book find four words with */ion/* “cian” 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 */ion/* “cian” spelling found in each jumbled word.

cianiutaeb _____ ticpoain _____

siicahnyp _____ metnaicsoci* _____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “cian” spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #98

/ion/ “tion”

FOCUS The */ion/* sound is most often spelled “tion” (motion).

SORT Write each word in the correct column.

musician	admission	potion	technician	operation	expression
mention	solution	protection	option	illusion	explosion

/ion/ “tion” Spellings

Other */ion/* Spellings

SEARCH In a book find four words with */ion/* “tion” 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 */ion/* “tion” spelling found in each jumbled word.

ctinoa	_____	tannio	_____
cutnoia	_____	moteionla*	_____

*Bonus

WRITE Compose a sentence using three of your own */ion/* “tion” spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #99

Short Vowel-Consonant-le

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-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as *_ble, _cle, _dle, _fle, _gle, _ple, _sle,* and *_tle* in short vowel-consonant-le spellings (bubble, paddle).

SORT Write each word in the correct column.

purple	fiddle	icicle	title	table	uncle
maple	ruffle	rifle	cradle	mantle	double

Short Vowel-Consonant-le Spellings

Other Vowel-Consonant-le Spellings

_____	_____
_____	_____
_____	_____
_____	_____

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

_____ d. _____	_____ p. _____
_____ d. _____	_____ p. _____

JUMBLE Write the word with the short vowel-consonant-le spelling found in each jumbled word.

fferal	_____	ppale	_____
nkmoey	_____	adeldrts*	_____

*Bonus

WRITE Compose a sentence using two of your own short vowel-consonant-le spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #100

Other Vowel Instead of Short Vowel-Consonant-le Spellings

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-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as *_ble, _cle, _dle, _fle, _gle, _ple, _sle,* and *_tle* in both short vowel-consonant-le spellings (babble, meddle, little) and other vowel sound-consonant-le spellings (ladle, bugle, purple).

SORT Write each word in the correct column.

bugle
people

article
pimple

hassle
puddle

muscle
poodle

gentle
struggle

beetle
beagle

Short Vowel-Consonant-le Spellings

Other Vowel Sound-Consonant-le Spellings

JUMBLE Write the word with other vowels instead of short vowels-consonant-le spelling found in each jumbled word.

esaemls

oolden

letit

gela*

*Bonus

WRITE Compose two sentences using your own two short vowel-consonant-le spelling words and two other vowel sound-consonant-le spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #101

Short Schwa

FOCUS The schwa is the most common vowel sound in the English language. The schwa is usually found in unaccented syllables and can have a short /uh/ sound (i/tem). Each of the common vowels (a, e, i, o, and u) can make the “schwa” sound.

SORT Write each word in the correct column.

opening	backward	particular	gallon	servant	books
loft	melting	pinched	earthly	pencil	item

Short Schwa Spellings

Other Vowel Spellings

SEARCH In a book find four words with short schwa 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 short schwa spelling found in each jumbled word.

velrat	_____ nepir	_____
almina	_____ suaronid*	_____

*Bonus

WRITE Compose a sentence using two of your own short schwa “ea” spelling words.

View/Purchase Grade 6 Canadian Spelling

Spelling Pattern Worksheet #102

Long Schwa

FOCUS The schwa is the most common vowel sound in the English language. The schwa is usually found in unaccented syllables and can have a long /uh/ sound (ă/bóut). Each of the common vowels (a, e, i, o, and u) can make the “schwa” sound.

SORT Write each word in the correct column.

caught	banana	about	enemy	testament	incredible
bread	puzzle	cruel	mischief	bought	eighty

Long Schwa Spellings

Other Vowel Spellings

SEARCH In a book find four words with long schwa 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 long schwa spelling found in each jumbled word.

gearga	_____	erhot	_____
succir	_____	mnteartuot*	_____

*Bonus

WRITE Compose a sentence using two of your own long schwa spelling words.

View/Purchase Grade 6 Canadian 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 neighbour
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 6 Canadian 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
graphic	pinch
morph	pouch

Jumble #20

graph	phonics
phony	triumph

Spelling Sort #21

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

Jumble #21

taste	nation
stable	teenager

Spelling Sort #22

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

Jumble #22

stay	delay
gray	straying

Spelling Sort #23

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

Jumble #23

braid	trail
aiming	rainstorm

Spelling Sort #24

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

Jumble #24

beige	reign
eighty	neighbours

View/Purchase Grade 6 Canadian 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 neighbour
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 6 Canadian 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

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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
centre thirty
clerk sharp
metre bored
theatre charming

Jumble #57

stern litre
herself feathers

Spelling Sort #58

shirt spurt
squirt start
dirty stern
thirsty portable
twirl cursing
whirl germs

Jumble #58

stir squirm
thirst chirping

Spelling Sort #59

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

Jumble #59

charm starting
shark charcoal

Spelling Sort #60

sport burn
honour fir
colour runner
stormy alerted
porches backyard
favour furred

Jumble #60

forty newborn
labour 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
gurgle	gasoline

Spelling Sort #64

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

Jumble #64

gems	general
giant	gymnasium

Spelling Sort #65

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

Jumble #65

friendly	handy
monkey	hobbyist

Spelling Sort #66

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

Jumble #66

crying	reply
justify	underlying

Spelling Sort #67

drummer	prediction
stopping	unfairness
permitted	entered
baggage	hopeless

Jumble #67

letting	cancelled
hopping	outwitted

Spelling Sort #68

equipment	biggest
weakness	suffering
convention	admitted
shocking	batteries

Jumble #68

waiting	blasted
seriously	government

Spelling Sort #69

intelligent	traveller
rebellious	quarrelled
fuelled	modelling
cellular	equalling
umbrella	imperilled
embellished	labelled

Jumble #69

crueller	totalled
medallist	crystallize

Spelling Sort #70

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

Jumble #70

pledge	fidget
lodge	misjudge

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Spelling Pattern Worksheet Answers

Spelling Sort #71

pages budget
gauge conjunction

large perjury
gorgeous hedge
logic reject
region energy

Jumble #71

urge huge
magic contagious

Spelling Sort #72

relief fries
field tied

niece lied
frontier replies
achieve tries
belief cried

Jumble #72

dries flies
yield industries

Spelling Sort #73

conceive weight
perceive neighbour

conceit reins
ceiling their
deceit sleigh
receipt faint

Jumble #73

receive reindeer
eighteen deceiver

Spelling Sort #74

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

Jumble #74

patios audios
donkeys corduroys

Spelling Sort #75

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

Jumble #75

foxes dashes
waxes car washes

Spelling Sort #76

berries tomatoes
stones superheroes
marries lassoes
batteries echoes
factories canoes
fairies oboes

Jumble #76

duties does
shoes vacancies

Spelling Sort #77

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

Jumble #77

lives hooves
ourselves dwarves

Spelling Sort #78

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

Jumble #78

deer oxen
mine appendices

Spelling Sort #79

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

Jumble #79

tomb bear
fruit people

Spelling Sort #80

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

Jumble #80

know talk
solemn tombstone

Spelling Sort #81

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

Jumble #81

wasting quickly

Spelling Sort #82

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

Jumble #82

surely vetoed

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Spelling Pattern Worksheet Answers

Spelling Sort #83

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

Jumble #83

bunch patch
machine sketching

Spelling Sort #84

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

Jumble #84

ranch snatch
pitch slouched

Spelling Sort #85

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

Jumble #85

traffic packers
action quacking

Spelling Sort #86

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

Jumble #86

locked shaking
monkey candlestick

Spelling Sort #87

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

Jumble #87

tried laying
abilities annoying

Spelling Sort #88

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

Jumble #88

bullying dismayed
jockeying accompanying

Spelling Sort #89

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

Jumble #89

buff dismiss
teller handcuff

Spelling Sort #90

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

Jumble #90

normal painful
already artfully

Spelling Sort #91

rhyme warhorse
rhinoceros carhop
rhombus overhang
rhetorical spearhead
rhubarb overheard
rhinestone fatherhood

Jumble #91

rhythmic rhyming
rhinos rhetoric

Spelling Sort #92

chemical archer
chaos catchy
anchor couches
stomach attached
technology bunches
ache clutches

Jumble #92

orchid chorus
scheme mechanic

Spelling Sort #93

epilogue backlog
catalogue catalog
synagogue dialog
prologue invasion
monologue weblog
dialogue waterlog

Jumble #93

analogue travelogue
demagogue ideologue

Spelling Sort #94

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

Jumble #94

aerosol aerial
aerate aerobatic

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Spelling Pattern Worksheet Answers

Spelling Sort #95

diarrhoea maneuver
apnoea apnea
manoeuvre diarrhea

onomatopoeia
subpoena
amoeba
phoenix

Spelling Sort #96

permission confusion
compulsion supervision
concession conversion
electrician depression
dietician national
mortician missionary

Spelling Sort #97

magician conviction
politician destination
pediatrician possession

Jumble #96

expulsion session
passion convulsion

Jumble #97

beautician optician
physician cosmetician

Spelling Sort #98

potion musician
operation admission
mention technician
solution expression
protection illusion
option explosion

Jumble #98

action nation
auction emotional

Spelling Sort #99

fiddle purple
icicle title
uncle table
ruffle maple
mantle rifle
double cradle

Jumble #99

raffle apple
wrinkle straddle

Spelling Sort #100

bussle bugle
muscle article
gentle beetle
pimple people
puddle poodle
struggle beagle

Jumble #100

measles noodle
title eagle

Spelling Sort #101

opening backward
particular books
gallon loft
servant melting
pencil pinched
item earthly

Jumble #101

travel ripen
animal dinosaur

Spelling Sort #102

banana caught
about bread
enemy cruel
testament mischief
incredible bought
puzzle eighty

Jumble #102

garage other
virus tournament

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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.**

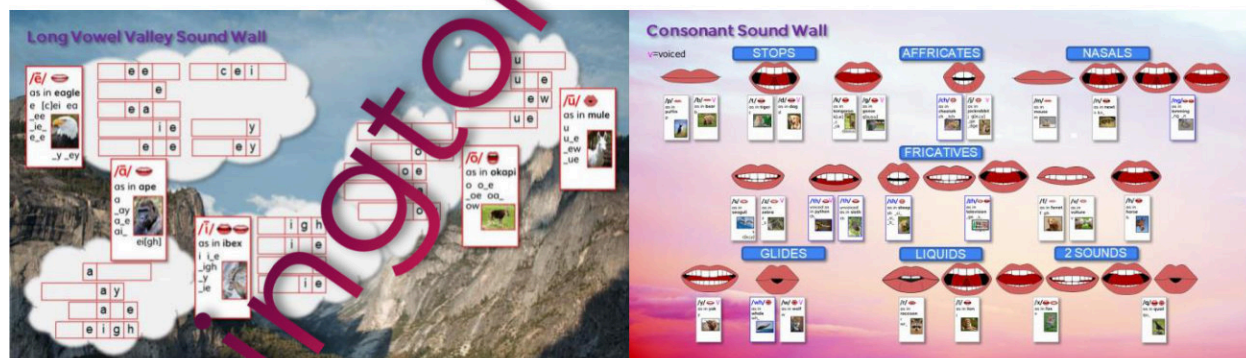
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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



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Short Vowel Valley Sound Wall

/ɪ/ 

as in pig

i

_y



	i	
	i	
	i	
	y	

/ɛ/ 

as in gecko

e _ea



	e	
	e	
	e	a
	e	a

/ă/ 

as in badger

a



	a	
	a	
	a	
	a	

/ɒ/ 

as in otter

o



	o	
	o	
	o	
	o	

/ʊ/ 

as in buffalo

u



	u	
	u	
	u	
	u	

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Long Vowel Valley Sound Wall

/ē/ 

as in eagle

e [c]ei ea

_ee

ie

e_e



_y_ey

	e	e	
--	---	---	--

	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
--	--	---	---

		o	
--	--	---	--

		o	e
--	--	---	---

		o	a
--	--	---	---

		o	w
--	--	---	---

		o	e
--	--	---	---

		o	
--	--	---	--

		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



a	
---	--

	a	y
--	---	---

	a		e
--	---	--	---

	e	i	g	h
--	---	---	---	---

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Diphthong Valley Sound Wall

/oi/  

as in koi
oi_ _oy



	o	i	
	o	i	
		o	y
		o	y

/ow/  

as in cow
_ow
ou_



		o	w	
		o	w	
		o	u	
		o	u	

		a	w			
		a	u	g	h	t
			a	u		
			a	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

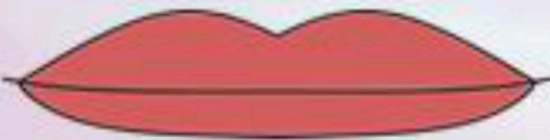


/q/ as in quail
qu

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Consonant Sound Wall Stops

v=voiced



/p/ 
as in puffin
p



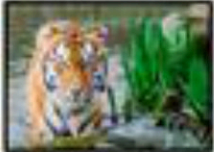
p	
p	
	p
	p

/b/  v
as in bear
b



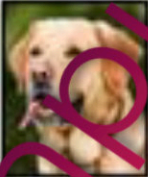
b	
b	
	b
	b

/t/ 
as in tiger
t



t	
t	
	t
	t

/d/  v
as in dog
d



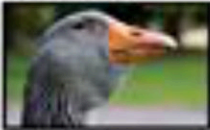
d	
d	
	d
	d

/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

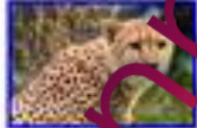
v=voiced



/ch/ 

as in
cheetah

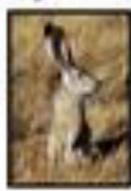
ch _tch



/j/  v

as in
jackrabbit

j g[e,i,y]
_ge
_dge



c	h
---	---

c	h	
---	---	--

	c	h
--	---	---

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

j	
---	--

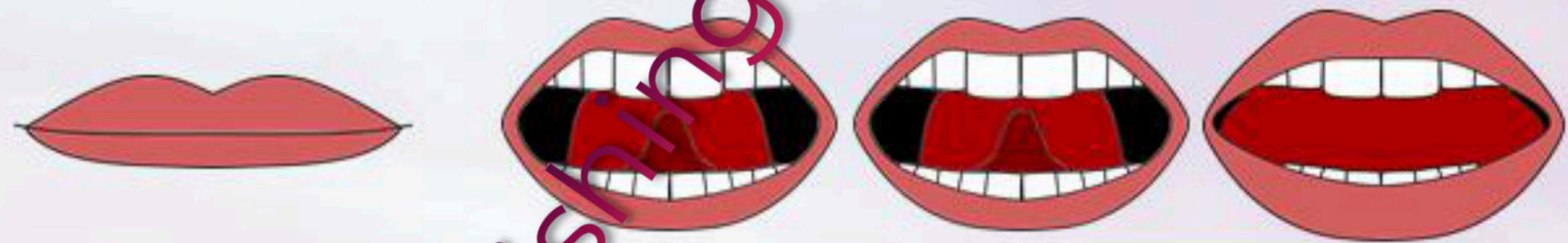
j	
---	--

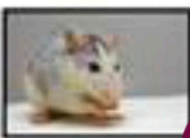
j	
---	--

j	
---	--

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Consonant Sound Wall Nasals



/m/ 
as in
mouse
m 

m	
m	
	m
	m

/n/ 
as in newt
n kn_ 

n	
k	n
	n
	n

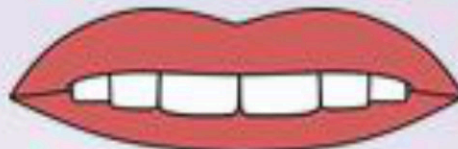
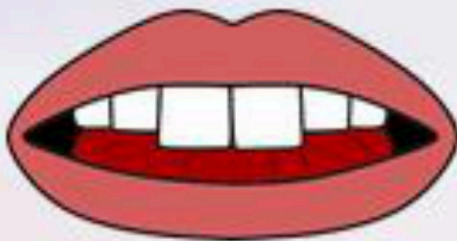
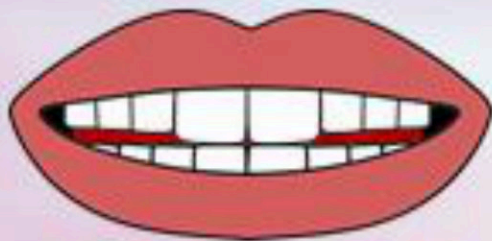
/ng/  
as in
lemming
_ng _n 

	n	g
	n	g
	n	
	n	

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Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull

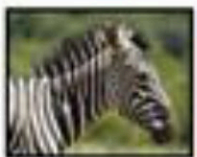


s
c[e,i,y]

s	
s	
	s
	s

/z/ v

as in zebra



z
_s

z	
z	
	z
	s

/th/ v

voiced as in python

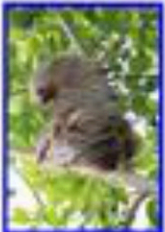


th_

t	h
t	h
t	h
t	h

/th/

unvoiced as in sloth



th

t	h
t	h
	t h
	t h

/sh/

as in sheep

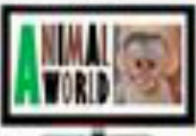


sh _ci_
si
ti

s	h
s	h
	s h
	s h

/zh/

as in television



_ge _s_

	s
	s i
	g e
	g e

/f/

as in ferret



f ph

f	
f	
	f
	p h

/v/

as in vulture



v

v	
v	
	v
	v

/h/

as in horse

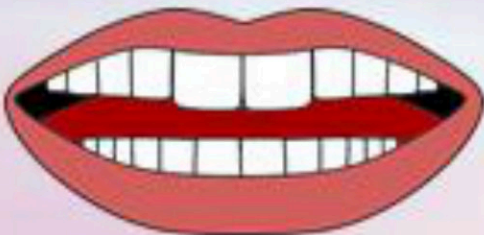


h

h	
h	
	h
	h

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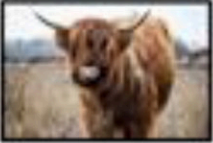
Consonant Sound Wall Glides



/y/  V

as in yak

y



y	
y	
	b y
	y i n g
	y s



/wh/ 

as in whale

wh_

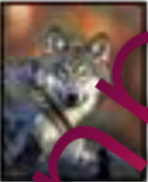


w	h	
w	h	
w	h	
w	h	

/w/ 

as in wolf

w



w	
w	
w	
w	

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Consonant Sound Wall Liquids



/r/ 

as in
raccoon

r
wr_



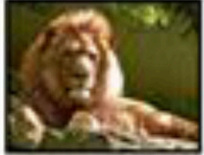
r	
r	
r	
r	



/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 into 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

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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

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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

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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 6 Academic Words List

The **Grade 6 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 6](#) 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.

text	tradition	alternative	circumstance	comment	compensate
component	consent	considerable	constant	constrain	contribute
convene	coordinate	core	corporate	correspond	criteria
deduce	demonstrate	document	dominate	emphasis	ensure
exclude	framework	fund	illustrate	immigrate	imply
initial	instance	interact	justify	layer	link
locate	maximize	minor	negate	outcome	partner
philosophy	physical	proportion	public	react	register
rely	remove	scheme	sequence	shift	specify
sufficient	task				

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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

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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

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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	own	complete	oh	hot	anything
hold	state	list	stood	hundred	ten
fast	felt	kept	noticed	can't	strong

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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			

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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		

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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		

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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”, “ge”, 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*).

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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 6 Canadian 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>

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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>

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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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian 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 6 Canadian 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
 hceedrstr
 dganihetr
 tltlgarge
 cblkesro
 uchogin
 corpfitsur
 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
 ceinng

vdeeiellb
 mtsgniece
 srehaet
 ylurelies
 neuriboamt
 ginclic

Long i Sound

“i”
 “i_e”
 “_igh”
 “_y”
 “_ie”

tricycles
 provided
 frightened
 beautify
 untied

ylcceirts
 dideprvo
 tndechgrif
 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
furcwe
inufegl

Consonant-Final e

“a_e”
“e_e”
“i_e”
“o_e”
/ū/ “u_e”
/oo/ “u_e”
as in *rooster*

milkshake
completed
submarine
lonesome
muleskiner
parachute

klsimkeah
ldeemocpt
rabsumnei
oelsmeon
nknresieuml
etuahcrpa

aw Sound

“aw”
“au”
“al”
“all”

awesome
auditorium
almost
smallest

ewaosme
tduaoiumir
malsto
lamsselt

oo as in rooster Sound

“oo”
“u”
“u_e”
“_ew”
“_ue”

toothache
cruising
attitude
unscrewed
barbecued

eoatthch
rciuisgn
tttiadeu
dweenuscr
ecduberab

View/Purchase Grade 6 Canadian Spelling

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

oo as in *woodpecker* Sound

“oo”

“_u_”

understood

sugarless

ouorsdtten

ragulsse

oi Sound

“oi_”

“_oy”

poisonous

enjoyment

opensiuos

nemtnojey

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
 yreevhntg
 lyulaefcr
 iryfer
 uoan dgylpr

Non-phonetic Words

thorough
 Wednesday
 against
 thought
 beautiful

hghoorut
 dewsneday
 gantias
 hoghutt
 euatbfilu

Consonant Doubling

committee
 disappoint
 beginning
 Mississippi

mocmetei
 aioitnpsdp
 nnnngiibge
 ppssssiim

/j/ Sound

“_dge”
 “_ge”
 “_j_”
 “ge_”
 “gi_”
 “gy”

baiges
 bandag
 jockrabbit
 generally
 gignant
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “ei” with /ā/

earpiece
 receiving
 neighbors

ceiprae
 vgineicer
 osbhrieng

View/Purchase Grade 6 Canadian Spelling

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

View/Purchase Grade 6 Canadian Spelling

Word Making

Sound-Spellings

Contractions

haven't
they're
could've

tenavh'
y'heret
evlu'dco

Silent Letters

plumbing
knowledge
scientific
cornstalk
leagues

lnmbpugn
ewgodnkl
ciifetnisc
restoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceacec
rirtthheee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
rapspdiea
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caijldu
oeusgrgo
rtvnion

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