

GRADE 6

SPELLING & WORD STUDY

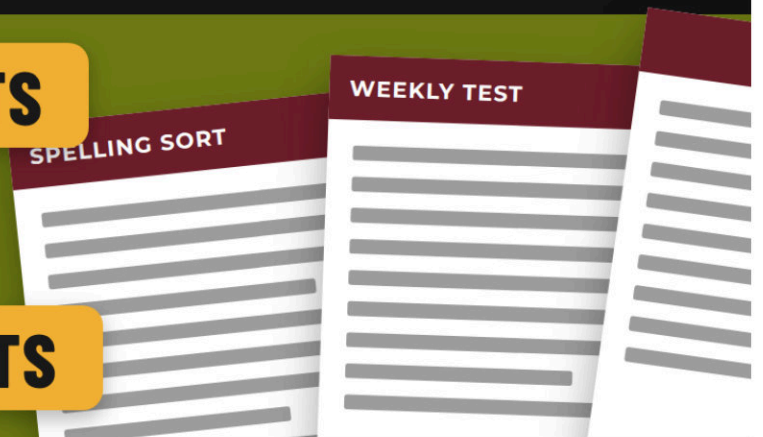
GRADE 6

SPELLING

WEEKLY SPELLING SORTS

PATTERN TESTS

DIAGNOSTIC WORKSHEETS



CATCH UP WHILE THEY KEEP UP
PENNINGTON PUBLISHING

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Differentiated Spelling Instruction Grade 6

Mark Pennington

Pennington Publishing
El Dorado Hills, CA

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Differentiated Spelling Instruction

Grade 6

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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 6 provides instructional resources for grade-level and remedial spelling patterns. With this program, teachers help students *keep up* while they *catch up* to grade-level spelling. Now, we all know that precise *grade-level* designations have no solid research basis; however, teachers recognize that conventional spelling does have an instructional sequence in which one spelling pattern is built upon another. Also, accepted learning theory would support instruction in more common spelling patterns prior to less common spelling patterns, which are found in increasingly complex multi-syllabic vocabulary.

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

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

Differentiated Spelling Instruction Grade 6 helps teachers differentiate both grade-level and remedial spelling instruction. Each weekly lesson features word list, based upon orthographic spelling patterns and conventional spelling rules. Teachers administer a spelling pretest that serves as a diagnostic, and students build their personal spelling list with not-yet mastered words. A spelling sort helps students practice the focus spelling pattern. Students complete a weekly or bi-weekly posttest and quarterly unit tests.

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

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

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

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Preparation

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

Spelling Pattern Lessons:

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

Diagnostic Spelling Assessment and Individualized Instruction:

<https://www.youtube.com/watch?v=CFHDtnmM7U0>

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

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

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

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

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

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

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

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

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Program Directions

Monday

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

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

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

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

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

Tuesday

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

Students complete the spelling sort (10 Minutes).

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

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Program Directions

Wednesday

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

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

Thursday

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

Friday

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

Quarterly Summative Assessments

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

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

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

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



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

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



NOTES:

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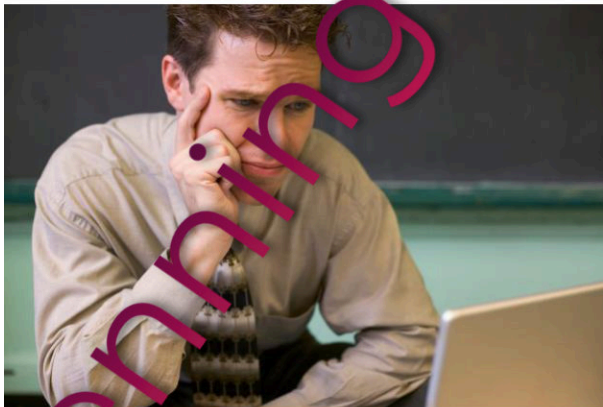
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Teacher Pages

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



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Spelling Patterns Test #1

1. **alarming**
2. **caution**
3. **should've**
4. **lounge**
5. **employee**
6. **crude**
7. **orange**
8. **churning**
9. **stirring**
10. **servant**
11. **burst**
12. **frown**
13. **ferry**
14. **misconstrue**
15. **worst**
16. **chirp**
17. **bargain**
18. **ointment**
19. **mentally**
20. **woolen**

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Lesson #1 Answers

Diphthongs / r-Controlled Vowels

Spelling Focus

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

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

SPELLING WORDS

1. alarming
2. caution
3. should've
4. lounge
5. employee
6. crude
7. orange
8. churning
9. stirring
10. servant
11. burst
12. frown
13. ferry
14. misconstrue
15. worst
16. chirp
17. bargain
18. ointment
19. mentally
20. woolen

/aw/

caution
mentally

**Short /oo/
as in woodpecker**
should've
woolen

/ow/

lounge
frown

er
servant
ferry

or
orange
worst

Long /oo/ as in rooster

crude
misconstrue

/oi/
employee
ointment

ar
alarming
bargain

ir
stirring
chirp

ur
churning
burst

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Spelling Patterns Test #2

1. biggest
2. contain**ment**
3. glístening
4. equip**ment**
5. shárp**ened**
6. dri**pped**
7. imp**arted**
8. shock**ing**
9. leadoff
10. weak**ness**
11. hairbrush
12. forbí**dden**
13. runaround
14. convent**ion**
15. sú**ffering**
16. restrict**ion**
17. fá**stening**
18. headlight
19. cruel**ness**
20. expel**led**

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Lesson #2 Answers

Consonant Doubling

Spelling Rule

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

SPELLING WORDS

1. biggest
2. contain~~ment~~
3. gl~~i~~stening
4. equip~~ment~~
5. shárp~~ened~~
6. dripp~~ed~~
7. impart~~ed~~
8. shock~~ing~~
9. leadoff
10. weak~~ness~~
11. hairbrush
12. forbidd~~en~~
13. runaround
14. conventi~~on~~
15. súffering
16. restricti~~on~~
17. fástening
18. headlight
19. cruel~~ness~~
20. expell~~ed~~

Double the Consonant

biggest
dripp~~ed~~
forbidd~~en~~
expell~~ed~~

Suffix Begins with Consonant

contain~~ment~~
equip~~ment~~
weak~~ness~~
cruel~~ness~~

Accent Not on Ending Base Word or Incomplete Base

gl~~i~~stening
shárp~~ened~~
súffering
fástening

No Vowel-Consonant at End of Base

impart~~ed~~
shock~~ing~~
conventi~~on~~
restricti~~on~~

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 #3

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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Lesson #3 Answers

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 WORDS

1. receiveable
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

receiveable
conceived
misperceive
deceitful
conceitedly

Exceptions

species
sheik
codeine
foreign
policies

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Spelling Patterns Test #4

1. **g**allon
2. **c**inderblock
3. electro**c**ution
4. **c**entaur
5. **c**ulinary
6. **c**ooperate
7. **c**atastrophe
8. **e**leg**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
20. regret**t**ed

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Lesson #4 Answers

Hard and Soft /c/ and /g/

Spelling Focus

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

SPELLING WORDS

1. **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 #5

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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Lesson #5 Answers

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 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

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/

citruses
bosses

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 #6

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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Lesson #6 Answers

Drop or Keep the 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 *danceing* 6. The base ends in “ye” as in *eyeing*.

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 Test #7

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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Lesson #7 Answers

Change or Keep the Final 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 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 After a
Consonant When the
Suffix Begins with i**

carrying
hobbyist
lying
sixtyish

**Keep the Final y When
the y Follows a Vowel**

defrayed
joyfully
repaying
disobeyed
decaying
repayment

Exceptions

spryly
wryness

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Spelling Patterns Lessons 1–7 Summative Assessment

Preparation

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

Administration

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

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 1–7. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 1 is *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 “bouff”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

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

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Spelling Patterns Lessons 1–7 Summative Assessment

1. 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. theater	We went to the theatre to see the play.	theater	
18. firmly	The student held the handle firmly.	firmly	
19. color	I can name every color of the rainbow.	color	
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	The children finally stopped fighting.	fighting	Doubling
24. briefly	I briefly talked it over with him.	briefly	
25. neighbor	My next door neighbor is very helpful.	neighbor	
26. receiving	Have you been receiving your emails?	receiving	i before e
27. capture	Did the officer capture the prisoner?	capture	
28. coffee	The smell of fresh coffee was everywhere.	coffee	
29. cucumber	He likes cucumber in his salad.	cucumber	
30. procedure	The guard followed the procedure.	procedure	
31. cider	The apple cider was delicious.	cider	
32. cyclone	A terrible cyclone destroyed the fence.	cyclone	
33. gasoline	Is there enough gasoline in the tank?	gasoline	
34. agony	His face showed the agony of his decision.	agony	
35. gutter	The water drained down into the gutter.	gutter	
36. generous	The children were generous with their gifts.	generous	
37. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
38. apology	An apology would certainly be appropriate.	apology	c and g

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Spelling Patterns Lessons 1–7 Summative Assessment

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

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Spelling Patterns Test #8

1. **phenomena**
2. **enough**
3. **laughter**
4. **choreographed**
5. **epitaph**
6. **physically**
7. **biographical**
8. **metamorphosis**
9. **pharmacist**
10. **behalf**
11. **calves**
12. **phobia**
13. **softened**
14. **physician**
15. **geographic**
16. **physics**
17. **bibliographical**
18. **often**
19. **physique**
20. **metamorphic**

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Lesson #8 Answers

/f/ “ph,” “_gh,” “_lf,” “_lves,” and “_ft”

Spelling Focus

The “ph” is a Greek spelling for the /f/ sound. Like the “ph” spelling, the /f/ sound may also be spelled as “gh,” “lf,” and “ft,” but only at the end of syllables.

SPELLING WORDS

1. **phenomena**
2. **enough**
3. **laughter**
4. **choreographed**
5. **epitaph**
6. **physically**
7. **biographical**
8. **metamorphosis**
9. **pharmacist**
10. **behalf**
11. **calves**
12. **phobia**
13. **softened**
14. **physician**
15. **geographic**
16. **physics**
17. **bibliographical**
18. **often**
19. **physique**
20. **metamorphic**

Start of Base End of Base

physically **choreographed**

pharmacist **epitaph**

phobia **biographical**

physician **metamorphosis**

physics **geographic**

phenomena **bibliographical**

physique **metamorphic**

_gh **_lf, _lves**

enough **behalf**

laughter **calves**

_ft

softened

often

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Spelling Patterns Test #9

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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Lesson #9 Answers /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 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/

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 #10

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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Lesson #10 Answers

Vowel Shift

Spelling Focus

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

SPELLING WORDS

1. 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 #11

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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Lesson #11 Answers Consonant Shift

Spelling Focus

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

SPELLING WORDS

1. 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 #12

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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Lesson #12 Answers “c/tial” and “c/tious”

Spelling Focus

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

SPELLING WORDS

1. 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 #13

1. **here** / were
2. **cube** / **tune** / minute
3. **fabled**
4. **drive** / give
5. **waffle**
6. **tussle**
7. **cubicle**
8. **gentlemen**
9. **example**
10. **frazzled**
11. **channel**
12. **stove** / **glove**
13. **gave** / have
14. **labeled**
15. **icicle**
16. **squirrel**
17. **coddled**
18. **shuffled**
19. **parallel**
20. **remodel**

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Lesson #13 Answers Consonant-Final e and "le"

Spelling Focus

The final "e" (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final "e" is silent. The consonant-final e spellings include "a_e," "e_e," "i_e," "o_e," long vowel u or oo/ "u_e." When another vowel sound appears in the CVCe pattern, the word is a Heart Word and the part must be learned by heart. For example, *love* is a Heart Word, because the o is not a long vowel sound.

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

SPELLING WORDS

1. here / were
2. cube / tune / minute
3. fabled
4. drive / give
5. waffle
6. tussle
7. cubicle
8. gentlemen
9. example
10. frazzled
11. channel
12. stove / glove
13. gave / have
14. labeled
15. icicle
16. squirrel
17. coddled
18. shuffled
19. parallel
20. remodel

Consonant Final e Rule / Exception

a_e

gave / have

e_e

here / were

i_e

drive / give

o_e

stove / glove

u_e

cube / tune / minute

Short Vowel-Double Consonant-"le"

waffle

shuffled

tussle

frazzled

coddled

middle

Other Vowel-Single Consonant-"le"

fabled

cubicle

example

gentlemen

_el

channel

remodel

squirrel

labeled

parallel

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Spelling Patterns Test #14

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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Lesson #14 Answers Vowel-"se," "ve"

Spelling Focus

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 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

ise

surprised
enterprise
imprecise

ave

enclave
concave

ive

initiative
conservative
comprehensive

ese

legalese
manganese

ose

oppose
suppose
grandiose

eve

shirtsleeve
underachieve

ove

disapprove
improvement

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Spelling Patterns Lessons 8–14 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #60 to continue where the Spelling Patterns Lessons 1–7 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

Introduce the Spelling Patterns Lessons 8–14 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 8–14. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 60 is *pharmacy pharmacy* The pharmacy supplies his medicine. *pharmacy*”

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

Correction

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

Helpful Hints

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

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Spelling Patterns Lessons 8–14 Summative Assessment

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

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Spelling Patterns Test #15

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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Lesson #15 Answers “est,” “ist,” and “iest”

Spelling Focus

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 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

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Spelling Patterns Test #16

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 Spelling](#)



Lesson #16 Answers “ice,” “ise,” “ize,” “yze”

Spelling Focus

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 an American influence.

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 Spelling

Spelling Patterns Test #17

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

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Lesson #17 Answers “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 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 Spelling

Spelling Patterns Test #18

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

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Lesson #18 Answers “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 a bound base as in *visible*. Also spell “ible” after a bound base ending in “ss” as in *permissible*.

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)

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

reproducible
responsible
collapsible

Following Bases Ending in Soft g

legible
tangible
eligible

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Spelling Patterns Test #19

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

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Lesson #19 Answers Schwa

Spelling Focus

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

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

i

abstinence
humidity
deity
eminent
sediment

e

tinsel
taken
anthem
panel
solemn

o

random
bigot
customary
eloquent
harmony

View/Purchase Grade 6 Spelling

Spelling Patterns Test #20

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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Lesson #20 Answers “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 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 “ure”

endurance
assurance

Following Hard g

elegance
extravagance

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Spelling Patterns Test #21

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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Lesson #21 Answers “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 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”)

difference
frequent
circumference
consequences
sufficiency
reference
ingredient
inference
belligerent
obedience

evidence
coincidence
confident

Following Soft c

adjacent
innocent

Following Soft g

intelligence
emergency
contingency

Following “ere”

coherence
adherence

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Spelling Patterns Lessons 15–21 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #75 to continue where the Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–7, Lessons 8–14, and Lessons 15–21 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

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

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 15–21. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 75 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 15–21 Summative Assessment

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

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Spelling Patterns Test #22

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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Lesson #22 Answers “ary,” “ery,” “ory,” “ury,” “ry”

Spelling Focus

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

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 #23

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

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Lesson #23 Answers “us” and “_ous”

Spelling Focus

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

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 #24

1. **et** cetera
2. mischie**vous**
3. suppo**s**edly
4. jew**el**ry
5. proba**bl**y
6. po**t**able
7. foli**ag**e
8. may**on**naise
9. sup**re**macist
10. inter**pr**et
11. pron**un**ciation
12. mini**at**ure
13. ordi**n**ance
14. temper**at**ure
15. aster**is**k
16. fed**er**al
17. rele**v**ant
18. hier**ar**chy
19. mason**ry**
20. gro**ce**ries

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Lesson #24 Answers Pronunciation Problems

Spelling Focus

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

SPELLING WORDS

1. 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 #25

1. **separatist**
2. **adhere**
3. **affectionate**
4. **divulge**
5. **disaggregate**
6. **analogous**
7. **offensive**
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**

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Lesson #25 Sharing

Common 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 WORDS

1. separatist
2. adhere
3. affectionate
4. divulge
5. disaggregate
6. analogous
7. offensive
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

apart

separatist
divulge
disaggregate
digress
differentiate
divisive
segregate

against

offensive
obsessive
occult
opposition

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Spelling Patterns Test #26

1. **regulate**
2. **equality**
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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Lesson #26 Sharing

Common Greek and Latin Bases

Spelling Focus

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

SPELLING WORDS

1. **regulate**
2. **equality**
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 #27

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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Lesson #27 Answers French Spellings

Spelling Focus

The French language has made an important contribution to English. Many of our common words as well as much of our sophisticated language has French spellings. Common French suffix spellings include “_et,” “_ette,” “_ier,” “_que,” “_asse,” “_age,” and “_eon.”

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. antiqués
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 #28

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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Lesson #28 Answers British Spellings

Spelling Focus

British English differs from American English spellings in a number of ways. Generally speaking, Australians use British spellings while Canadians use a mix of British and American spellings.

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 1–28 Summative Assessment

Preparation

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

Administration

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

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

Number 1 is *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 1–28 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	/aw/
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. theater	We went to the theater to see the play.	theater	
18. firmly	The student held the handle firmly.	firmly	
19. color	I can name every color of the rainbow.	color	
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	The children finally stopped fighting.	fighting	Doubling
24. briefly	I briefly talked it over with him.	briefly	
25. neighbor	My next door neighbor is very helpful.	neighbor	
26. receiving	Have you been receiving your emails?	receiving	i before e
27. capture	Did the officer capture the prisoner?	capture	
28. coffee	The smell of fresh coffee was everywhere.	coffee	
29. cucumber	He likes cucumber in his salad.	cucumber	
30. procedure	The guard followed the procedure.	procedure	
31. cider	The apple cider was delicious.	cider	
32. cyclone	A terrible cyclone destroyed the fence.	cyclone	
33. gasoline	Is there enough gasoline in the tank?	gasoline	
34. agony	His face showed the agony of his decision.	agony	
35. gutter	The water drained down into the gutter.	gutter	
36. generous	The children were generous with their gifts.	generous	
37. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
38. apology	An apology would certainly be appropriate.	apology	c and g

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Spelling Patterns Lessons 1–28 Summative Assessment

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

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Spelling Patterns Lessons 1–28 Summative Assessment

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

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Student Pages

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



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Lesson #1 Diphthongs / r-controlled Vowels

Spelling Focus

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

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

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

SPELLING WORDS

1. alarming
2. caution
3. should've
4. lounge
5. employee
6. crude
7. orange
8. churning
9. stirring
10. servant
11. burst
12. frown
13. ferry
14. misconstrue
15. worst
16. chirp
17. bargain
18. ointment
19. mentally
20. woolen

/aw/

Long /oo/ as in *rooster*

Short /oo/
as in *woodpecker*

/oi/

/ow/

ar

er

ir

or

ur

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Lesson #2 Consonant Doubling

Spelling Rule

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

Directions: 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 most consonant blends.

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Lesson #3 *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.”

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

ie (not
after *c*)

cei

ei sounding
like /ā/

Exceptions

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Lesson #4 Hard and Soft /c/ and /g/

Spelling Focus

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

Directions: Sort each spelling word into the group that best matches its 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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Lesson #5 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.

Directions: 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. crumhes
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 y

Base Ending in
Consonant before o

Base Ending in /x/

Base Ending in /ch/

Base Ending in /sh/

Base Ending in /f/

Base Ending in /s/

Base Ending in /z/

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Lesson #6 Drop or Keep the 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 *danceing* 6. The base ends in “ye” as in *eyeing*.

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

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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Lesson #7 Change or Keep the Final 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*.

Directions: Sort each spelling word into the group that best matches its 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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Lesson #9 /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*.

Directions: 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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Lesson #10 Vowel Shift

Spelling Focus

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

Directions: Sort each spelling word into the group that best matches its sound or 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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Lesson #11 Consonant Shift

Spelling Focus

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

Directions: Sort each spelling word into the group that best matches its sound or 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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Lesson #12 “c/tial” and “c/tious”

Spelling Focus

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

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

SPELLING WORDS

1. 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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Lesson #13 Consonant–Final *e* and “le”

Spelling Focus

The final “e” (e) following a consonant (C) – long vowel (V) – consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The consonant–final *e* spellings include “a_e,” “e_e,” “i_e,” “o_e,” long vowel *u* or /oo/ “u_e.” When another vowel sound appears in the CVCe pattern, the word is a Heart Word and the part must be learned by heart. For example, *love* is a Heart Word, because the *o* is not a long vowel sound.

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

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

SPELLING WORDS

1. cradle
2. tickled
3. fabled
4. triangle
5. waffle
6. tussle
7. cubicle
8. gentlemen
9. example
10. frazzled
11. tousle
12. bundled
13. shackled
14. troubled
15. icicle
16. dimples
17. strangled
18. shuffled
19. muzzle
20. mantle

_ble

_cle

_ckle

_dle

_le

_gle

_ple

_sle

_tle

_zle

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Lesson #14 Vowel—"se," "ve"

Spelling Focus

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).

Directions: 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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Lesson #15 “est,” “ist,” and “iest”

Spelling Focus

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.

Directions: Sort each spelling word into the group that best matches its 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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Lesson #16 “ice,” “ise,” and “ize”

Spelling Focus

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 an American influence.

Directions: Sort each spelling word into the group that best matches its 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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Lesson #17 “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*.

Directions: Sort each spelling word into the group that best matches its sound or 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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Lesson #18 "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 a bound base as in *visible*. Also spell "ible" after a bound base ending in "ss" as in *permissible*.

Directions: Sort each spelling word into the group that best matches its sound or 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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Lesson #19 Schwa

Spelling Focus

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

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

i

o

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Lesson #20 “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*.

Directions: Sort each spelling word into the group that best matches its sound or 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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Lesson #21 “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*.

Directions: 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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Lesson #22 “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.

Directions: 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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Lesson #23 “us” and “ous”

Spelling Focus

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

Directions: Sort each spelling word into the group that best matches its 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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Lesson #24 Pronunciation Problems

Spelling Focus

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

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

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

Dropped Syllable

Added Vowel

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Lesson #25 Common 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*.

Directions: 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. offensive
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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Lesson #26 Common Greek and Latin Bases

Spelling Focus

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

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

SPELLING WORDS

1. **regulate**
2. **equality**
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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Lesson #27 French Spellings

Spelling Focus

The French language has made an important contribution to English. Many of our common words as well as much of our sophisticated language has French spellings. Common French suffix spellings include “_et,” “_ette,” “_ier,” “_que,” “_asse,” “_age,” and “_eon.”

Directions: Sort each of these French words into the group that best matches their 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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Lesson #28 British Spellings

Spelling Focus

British English differs from American English spellings in a number of ways. Generally speaking, Australians use British spellings while Canadians use a mix of British and American spellings.

Directions: 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. savour
19. organisation
20. theatre

British-American

_se – _ze

_re – _er

British-American

_ou – o

c – s

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

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

Assessment Formats and Preparation

Choose the Diagnostic Spelling Assessment format which best suits your needs and administer test items #s 1–98.

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

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

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

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

3. Google Forms: Teacher shares either the Diagnostic Spelling Assessment Google Form with the 22:32 “slow speed” for grades 4, 5, and 6 students or the form with the “fast speed” for grades 7 and 8 students. Note that incorrect spellings will be accompanied by the Google red squiggly line indicating a spelling error. Students may be tempted to right click the word and select the correct spelling; however, if the teacher tells the students the purpose of the test and directs them not to self-correct, students will generally follow instructions. Telling students that they will receive the same amount of credit whether the spelling is accurate or not, and using the “fast speed” audio also helps students avoid the temptation of cheating. Teacher uploads the students’ Google Forms to the Spelling Patterns Assessment Mastery Matrix Google Sheets.

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

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Administration

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

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

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

Correction

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

Recording the Data

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

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Diagnostic Spelling Assessment

1.	bumper	The car bumper had a large dent.	bumper	Short Vowels
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	
7.	provide	She can provide all of the details.	provide	
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	Silent Final e
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	
16.	eyelashes	Her eyelashes were very long.	eyelashes	Consonant Digraphs
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	
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	Long /a/
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	
25.	maybe	He thought maybe they would agree.	maybe	
26.	seeking	The captain was seeking buried treasure.	seeking	Long /e/
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	Long /o/
37.	soaking	When you are soaking in a tub, life is fine.	soaking	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	
39.	humor	She had a great sense of humor.	humor	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	Long /u/

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Diagnostic Spelling Assessment

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

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Diagnostic Spelling Assessment

86.	denied	He denied any knowledge of the crime.	denied	Drop/Keep Final
87.	carrying	We got tired of carrying the baskets.	carrying	
88.	handcuffs	The police officer carried handcuffs.	handcuffs	l, j, s, z
89.	careful	Please be careful with that glass vase.	careful	
90.	rhythm	He could not clap to the rhythm of the song.	rhythm	Greek “rh”/ “ch”
91.	chorus	The chorus of the song was repeated.	chorus	
92.	explosion	A loud explosion followed the car crash.	explosion	/ion/
93.	musician	He made his career as a musician.	musician	
94.	emotional	Her poetry triggered an emotional response.	emotional	Consonant– “le”
95.	bubble	She blew a huge bubble with her gum.	bubble	
96.	miracle	It was just a miracle that she finished.	miracle	Schwa
97.	cousin	She invited her cousin to the party.	cousin	
98.	sympathy	We expressed our sympathy for her loss.	sympathy	

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[illegible]

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Sound-Spellings
as in the word:

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Diagnostic Spelling Assessment Mastery Matrix

[illegible]

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[illegible]

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NOTES

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Spelling Pattern Worksheets

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

Each of these 98 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 98 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. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
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	<i>oo</i> Sound as in <i>rooster</i>	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_	<i>oo</i> Sound as in <i>woodpecker</i>	
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 <i>cow</i>	
22. _ay	48. _ow	<i>/j/</i>
23. ai_	49. ou_	69. “dge”
24. ei		70. “ge”
	oi Sound	
Long <i>e</i> Sound Vowels		“ie”/“ei”
25. e	50. oi_	
26. _ee	51. _oy	71. “ie”
27. [c]ei		72. “ei”
28. _y		
29. ea		
30. Vowel		

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Sound-Spelling Patterns Scope and Sequence

Plurals

/ion/

- | | |
|--|------------------|
| 73. Add <i>s</i> after Vowel-o and <i>y</i> | 92. /ion/ “sion” |
| 74. Add “es” after /x/, /ch/, /sh/, /s/, and /z/ | 93. /ion/ “cian” |
| 75. Change <i>y</i> to <i>i</i> and add “es” | 94. /ion/ “tion” |
| 76. Change “fe” to “ves” | |
| 77. Irregular Plurals | |

Long *o* Sound Vowels

Silent Letters

- | |
|-------------------------------|
| 95. Short Vowel-Consonant-le |
| 96. Other Vowels-Consonant-le |

78. “mb”

79. “gn”

Schwa

Final *e*

- | |
|-----------------|
| 97. Short Schwa |
| 98. Long Schwa |

80. Drop Final *e* before Suffix

81. Keep Final *e*

/ch/

82. /ch/ “tch”

83. /ch/ “ch”

Consonant Digraph Sounds

84. /k/ “c” and “ck”

85. /k/ “k”

Final *y*

86. Drop Final *y* before Suffix

87. Keep Final *y* before Suffix

l, f, s, z

88. Double *l, f, s, z*

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

Greek Spellings

90. “rh”

91. “ch”

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Spelling Pattern Worksheet #1

Short *u* Sound “u”

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

SORT Write each word in the correct column.

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

Short *u* Sound “u” Spellings

Other “u” Spellings

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

usckt _____ ncurhc _____

tsydu _____ tnpuemnihs* _____

*Bonus

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

truck _____ trunk _____

judge _____ bluff _____

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

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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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #4

Short *e* Sound “e”

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

SORT Write each word in the correct column.

error
kettle

best
neighbor

stretch
beg

perceive
greet

credit
met

meat
beside

Short *e* “e” Spellings

Other “e” Spellings

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

cekd _____ ttrebe _____

stceh _____ artsnrwoe* _____

*Bonus

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

check _____ red _____

let _____ peg _____

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #5

Short *a* Sound “a”

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

SORT Write each word in the correct column.

again
match

blast
article

bank
aid

class
cheetah

cranky
break

brad
cracker

Short *a* “a” Spellings

Other “a” Spellings

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

ntsad _____ slta _____

ckrcare _____ 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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #9

Long *u* Sound “u_e”

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

SORT Write each word in the correct column.

compute
dude

mule
rebut

rude
commune

attitude
altitude

dune
tune

indicate
confuse

Long *u* “u_e” Spellings

Other “u_e” Spellings

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

tuec _____ buterit _____

utme _____ centmuo* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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. _____

WRITE Compose a sentence using three of your own oo “u_e” spelling words.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

iopcle _____	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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #18

th Sound “th”

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

SORT Write each word in the correct column.

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

th Sound “th” Spellings

Other Spellings

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

ihtw _____ seeth _____

thsmo _____ timacsmahte* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #22

Long *a* Sound “_ay”

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

SORT Write each word in the correct column.

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

Long *a* “_ay” Spellings

Other “a” Spellings

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

ysta	_____	leayd	_____
yrga	_____	raysnigt*	_____

*Bonus

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

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

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

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #24

Long *a* Sound “ei”

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

SORT Write each word in the correct column.

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

Long *a* “ei” Spellings

Other “ei” Spellings

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

geibe _____ eign _____

ghytei _____ ograbhenis* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 Spelling

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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #26

Long *e* Sound “_ee”

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

SORT Write each word in the correct column.

indeed	speech	steady	green	piece	death
treat	greet	beaten	earth	threat	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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #27

Long *e* Sound “[c]ei”

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

SORT Write each word in the correct column.

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

Long *e* “[c]ei” Spellings

Other “ei” Spellings

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

teicde _____ cvngiede _____

ceireve _____ ptirece* _____

*Bonus

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

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

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #28

Long *e* Sound “_y”

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

SORT Write each word in the correct column.

bicycles
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.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #29

Long *e* Sound “ea”

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

SORT Write each word in the correct column.

really
reach

early
pleasure

heavy
speak

leaves
feather

beautiful
wear

reading
treat

Long *e* “ea” Spellings

Other “ea” Spellings

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

etma _____ nlcea _____
reaydr _____ lpaedes* _____

*Bonus

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

mean _____ treat _____
flea _____ plead _____

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

View/Purchase Grade 6 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 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 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 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. _____

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

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

SORT Write each word in the correct column.

marine
pies

untie
copied

fries
tried

died
science

believe
pieces

conceive
puppies

Long *i* “_ie” Spellings

Other “ie” Spellings

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

iedd _____ tdie _____

srice _____ detriun* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 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 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 Spelling

Spelling Pattern Worksheet #37

Long *o* Sound “oa_”

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

SORT Write each word in the correct column.

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

Long *o* “oa_” Spellings

Other “o” Spellings

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

coat	_____	roast	_____
goad	_____	cloak	_____

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

ostac	_____	blsatoai	_____
tgoas	_____	otcpto*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #38

Long o Sound “ow”

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

SORT Write each word in the correct column.

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

Long o “ow” Spellings

Other “ow” Spellings

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

wngro	_____	nwigto	_____
oedwts	_____	bteowi*	_____

*Bonus

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

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

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

View/Purchase Grade 6 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 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
sewing

mew
feud

cue
knew

hew
pewter

cashew
chevy

fewer
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 Spelling

Spelling Pattern Worksheet #41

Long *u* Sound “_ue”

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

SORT Write each word in the correct column.

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

Long *u* “_ue” Spellings

Other “ue” Spellings

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

graue	_____	nuevea	_____
lvaue	_____	bbcuraee*	_____

*Bonus

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

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

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

View/Purchase Grade 6 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 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 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 _____ dstuett _____

tonfu _____ cyenflu* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 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 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 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 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 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
couch

rougher
cloudy

dough
bought

cough
down

growl
mouth

house
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 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 Spelling

Spelling Pattern Worksheet #51

oi Sound “_oy”

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

SORT Write each word in the correct column.

toys
enjoy

sow
boycott

choose
coal

boil
annoy

oyster
oboes

toy
noise

oi Sound “_oy” Spellings

Other Sound Spellings

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

yojluf _____ plemoy _____

yibohts _____ gniyortsed* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 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 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 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 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 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 Spelling

Spelling Pattern Worksheet #57

r-controlled “er”

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

SORT Write each word in the correct column.

perfect
thirty

curtain
sharp

fern
bored

hurled
charming

jerky
germ

clerk
alert

er Sound “er” Spellings

Other Sound Spellings

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

rnest _____ eerswte _____

selrehf _____ thresfea* _____

*Bonus

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

_____ p. _____

_____ p. _____

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

View/Purchase Grade 6 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

squir
germs

portable
whirl

er Sound “ir” Spellings

Other Sound Spellings

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

tisr _____ rmuisq _____

irdht _____ pingrihc* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #59

r-controlled “ar”

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

SORT Write each word in the correct column.

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #60

r-controlled “or”

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

SORT Write each word in the correct column.

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

or Sound “or” Spellings

Other *r*-controlled Spellings

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

rtyfo _____ bwrnen _____

rtso _____ rdebors* _____

*Bonus

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

scorn _____ sword _____

tort _____ cork _____

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #61

Hard *c* Sound “c[a,o,u]”, “k[e,i]”, “__ck”, “__c”

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

SORT Write each word in the correct column.

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

Hard *c* Spellings

Other Sound Spellings

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

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

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 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. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 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 Spelling

Spelling Pattern Worksheet #64

Soft g Sound “j” , “g[e,i,y]” , __dge”

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

SORT Write each word in the correct column.

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

Soft g Spellings

Other “j” and “g” Spellings

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

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

megs _____ negrela _____

anitg _____ nasgymium* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #65

Soft y Long /e/

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

SORT Write each word in the correct column.

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

Soft y Long /e/ Spellings

Other y Spellings

SEARCH In a book find four soft /y/ and long /e/ spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

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

rlindfey _____ ahnyd _____

nkmoey _____ obybsiht* _____

*Bonus

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

View/Purchase Grade 6 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 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 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 Spelling

Spelling Pattern Worksheet #69

/j/ “_dge”

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

SORT Write each word in the correct column.

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

/j/ “_dge” Spellings

Other /j/ Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____	p. _____
_____	p. _____

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

elgepd	_____	gfted	_____
dloge	_____	ujimsgde*	_____

*Bonus

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

_____.

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #70

/j/ “_ge”

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

SORT Write each word in the correct column.

wages

budget

gauge

large

confliction

gorgeous

perjury

logic

region

hedge

reject

energy

/j/ “_ge” Spellings

Other /j/ Spellings

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

greu

eguh

gamci

tagnocuosi*

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #71

“_ie”

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

SORT Write each word in the correct column.

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

Long /e/ “_ie” Spellings

Long /i/ “_ie” Spellings

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

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

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

esrid	_____	sielf	_____
lyied	_____	sudsiertni*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #72

“ei”

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

SORT Write each word in the correct column.

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

Long /e/ “_ei” Spellings

Long /a/ “ei” Spellings

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

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

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

eviecer _____ eednrrier _____

hgeentie _____ ecedvire* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #73

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

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

SORT Write each word in the correct column.

rodeos
alleys

ratios
jerseys

subways
bellboys

Fridays
stereos

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 Spelling

Spelling Pattern Worksheet #74

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

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

SORT Write each word in the correct column.

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

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

Other “es” Plural Spellings

SEARCH In a book find four words with /x/, /ch/, /sh/, /s/, or /z/ spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	F	_____	p.	_____
_____	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 Spelling

Spelling Pattern Worksheet #75

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

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

SORT Write each word in the correct column.

tomatoes	berries	superheroes	policies	lassoes	raisies
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 Spelling

Spelling Pattern Worksheet #76

Change “fe” to “ves” to Form Plurals

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

SORT Write each word in the correct column.

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

Change “fe” to “ves” Spellings

Other “es” Spellings

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

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

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

viles _____ oohves _____

vesseroul _____ wdavrse* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #77

Irregular Plurals

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

SORT Write each word in the correct column.

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

Irregular Plural Spellings

Regular Plural Spellings

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

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

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

eedr _____ xoen _____

ceim _____ ppenaceids* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #78

Silent Vowel Letters

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

SORT Write each word in the correct column.

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

Silent Vowel Letters

Other Spellings

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

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

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

obmt	_____	raeb	_____
tuifr	_____	oppeel*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #79

Silent Consonant Letters

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

SORT Write each word in the correct column.

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

Silent Consonant Spellings

Other Spellings

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

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

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

nokt _____ lkat _____

elosnm _____ stnoebmot* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #80

Drop Final *e* before Suffix

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

SORT Write each word in the correct column.

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

Drop Final *e* before Suffix

Keep Final *e* before Suffix

SEARCH In a book find four words which drop the final *e* before suffix that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the drop the final *e* before the suffix spelling for each jumbled word.

nigtaws _____ cylkuiq _____

lcsogle _____ tementsta* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #81

Keep Final *e* before Suffix

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

shoed	basement	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 Spelling

Spelling Pattern Worksheet #82

/ch/ “_tch”

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

SORT Write each word in the correct column.

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

/ch/ “_tch” Spellings

/ch/ “_ch” Spellings

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

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

JUMBLE Write the word with the /ch/ “_tch” spelling found in each jumbled word.

hncub	_____	chtap	_____
niehacm	_____	kstengich*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #83

/ch/ “_ch”

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

SORT Write each word in the correct column.

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

/ch/ “ch” Spellings

/ch/ “tch” Spellings

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

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

JUMBLE Write the word with the /ch/ “_ch” spelling found in each jumbled word.

nhcar _____ stnach _____

thcip _____ ochuedsl* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #84

/k/ “_c” and “_ck”

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

SORT Write each word in the correct column.

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

/k/ “_c” Spellings

/k/ “_ck” Spellings

SEARCH In a book find two words with /k/ “_c” spellings and two words with /k/ “_ck” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the /k/ “_c” or “_ck” spelling found in each jumbled word.

faicfr	_____	rsekap	_____
caoint	_____	qckuniga*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #85

/k/ “k”

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

SORT Write each word in the correct column.

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

/k/ “k” Spellings

Other /k/ Spellings

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

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

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

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

dekloc _____ akhsing _____

nkmoey _____ lesdncackit* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #86

Drop Final y before Suffix

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

SORT Write each word in the correct column.

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

Change Final “y” to “i” before Suffix

Keep Final y before Suffix

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

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

JUMBLE Write the word with the drop the final y before the suffix spelling for each jumbled word.

redit _____ ginyla _____

tiesabiil _____ nnoniyga* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #87

Keep Final y before Suffix

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

SORT Write each word in the correct column.

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

Keep “y” with Vowel–“y”

Keep “y” with Consonant–“y–“i” –Suffix

SEARCH In a book find four words which keep the final y before suffix that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the word with the keep the final y before the suffix spelling for each jumbled word.

ylinglub _____	yamsedid _____
kengiycoj _____	comaccnpaying* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #88

Double *l, f, s, z*

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

SORT Write each word in the correct column.

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

Double *l, f, s, z* Spellings

Other *l, f, s, z* Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEARCH In a book find four words with *l, f, s,* or *z* spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

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

bffu _____ sssmdii _____

lleert _____ dfcufanh* _____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet #89

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

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

SORT Write each word in the correct column.

corporal	tall	still	stall	until	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 Spelling

Spelling Pattern Worksheet #90

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 _____

nosihr _____ 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 Spelling

Spelling Pattern Worksheet #91

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 Spelling

Spelling Pattern Worksheet #92

/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 Spelling

Spelling Pattern Worksheet #93

/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 Spelling

Spelling Pattern Worksheet #94

/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 Spelling

Spelling Pattern Worksheet #95

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 Spelling

Spelling Pattern Worksheet #96

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	article	hassle	muscle	gentle	beetle
people	pimple	puddle	poodle	struggle	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 _____ gelae* _____

*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 Spelling

Spelling Pattern Worksheet #97

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 Spelling

Spelling Pattern Worksheet #98

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	_____	mntearnuot*	_____

*Bonus

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

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #1

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

Jumble #1

stuck dusty
crunch punishment

Spelling Sort #2

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

Jumble #2

cost blond
clock slobbering

Spelling Sort #3

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

Jumble #3

pitch hidden
ridge combination

Spelling Sort #4

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

Jumble #4

deck better
chest narrowest

Spelling Sort #5

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

Jumble #5

stand last
cracker battleground

Spelling Sort #6

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

Jumble #6

death instead
tread breakfast

Spelling Sort #7

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

Jumble #7

site infinite
spine underline

Spelling Sort #8

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

Jumble #8

crate make
safe keepsake

Spelling Sort #9

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

Jumble #9

cute tribute
mute commute

Spelling Sort #10

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

Jumble #10

slope choke
bone lonesome

Spelling Sort #11

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

Jumble #11

rule tune
flute altitude

Spelling Sort #12

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

Jumble #12

chose advise
accuse disease

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #13

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

Jumble #13

able	oracle
fiddle	settlement

Spelling Sort #14

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

Jumble #14

have	moved
motive	receive

Spelling Sort #15

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

Jumble #15

police	prestige
latrine	submarine

Spelling Sort #16

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

Jumble #16

crush	splash
flesh	fisherman

Spelling Sort #17

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

Jumble #17

branch	crutch
couch	parchment

Spelling Sort #18

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

Jumble #18

with	these
moths	mathematics

Spelling Sort #19

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

Jumble #19

what	when
whine	meanwhile

Spelling Sort #20

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

Jumble #20

graph	phonics
phony	triumph

Spelling Sort #21

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

Jumble #21

taste	nation
stable	teenager

Spelling Sort #22

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

Jumble #22

stay	delay
gray	straying

Spelling Sort #23

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

Jumble #23

braid	trail
aiming	rainstorm

Spelling Sort #24

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

Jumble #24

beige	reign
eighty	neighbors

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #25

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

Jumble #25

beside delight
review cemented

Spelling Sort #26

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

Jumble #26

beef freely
seek referee

Spelling Sort #27

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

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #28

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

Jumble #28

duty mighty
lady completely

Spelling Sort #29

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

Jumble #29

meat clean
dreary pleased

Spelling Sort #30

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

Jumble #30

media medium
lenient trivia

Spelling Sort #31

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

Jumble #31

pirate tricycle
Bible silent

Spelling Sort #32

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

Jumble #32

sight bright
higher delightful

Spelling Sort #33

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

Jumble #33

crying cyclone
justify myself

Spelling Sort #34

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

Jumble #34

died tied
cries untried

Spelling Sort #35

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

Jumble #35

ocean also
lotion obesity

Spelling Sort #36

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

Jumble #36

toes poems
goes woeful

View/Purchase Grade 6 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 #38

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

Jumble #38

grown	towing
stowed	bowtie

Spelling Sort #39

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

Jumble #39

puny	butane
cubic	musician

Spelling Sort #40

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

Jumble #40

fewest	nephew
curfew	jeweler

Spelling Sort #41

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

Jumble #41

argue	avenue
value	barbecue

Spelling Sort #42

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

Jumble #42

food	spoonful
boot	raccoons

Spelling Sort #43

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

Jumble #43

true	glued
duels	untrue

Spelling Sort #44

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

Jumble #44

runner	student
futon	fluency

Spelling Sort #45

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

Jumble #45

drew	corkscrew
stew	newborn

Spelling Sort #46

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

Jumble #46

stood	cooking
hood	roofer

Spelling Sort #47

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

Jumble #47

push	pudding
input	rosebush

Spelling Sort #48

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

Jumble #48

town	vowel
rowdy	cowboys

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #49

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

Jumble #49

spouse	doubt
ground	ourselves

Spelling Sort #50

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

Jumble #50

coil	moist
foil	avoided

Spelling Sort #51

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

Jumble #51

joyful	employ
boyish	destroying

Spelling Sort #52

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

Jumble #52

laws	drawl
pawn	jawbone

Spelling Sort #53

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

Jumble #53

taught	auditorium
caught	audience

Spelling Sort #54

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

Jumble #54

almost	false
normal	immortal

Spelling Sort #55

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

Jumble #55

wall	baseball
stall	hallway

Spelling Sort #56

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

Jumble #56

murder	turning
surf	hurler

Spelling Sort #57

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

Jumble #57

stern	sweeter
herself	feathers

Spelling Sort #58

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

Jumble #58

stir	squirm
third	chirping

Spelling Sort #59

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

Jumble #59

charm	starting
shark	charcoal

Spelling Sort #60

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

Jumble #60

forty	newborn
sort	borders

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #61

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

Jumble #61

catch cucumber
kennel checkmate

Spelling Sort #62

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

Jumble #62

cent fancy
citrus cementing

Spelling Sort #63

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

Jumble #63

guest gone
gurggle gasoline

Spelling Sort #64

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

Jumble #64

gems general
giant gymnasium

Spelling Sort #65

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

Jumble #65

friendly handy
monkey hobbyist

Spelling Sort #66

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

Jumble #66

crying reply
justify underlying

Spelling Sort #67

drummer prediction
stopping unfairness
permitted entered
baggage hopeless

Jumble #67

letting cancelled
hopping outwitted

Spelling Sort #68

equipment biggest
weakness suffering
convention admitted
shocking batteries

Jumble #68

waiting blasted
seriously government

Spelling Sort #69

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

Jumble #69

pledge fidget
lodge misjudge

Spelling Sort #70

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

Jumble #70

urge huge
magic contagious

Spelling Sort #71

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

Jumble #71

dries flies
yield industries

Spelling Sort #72

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

Jumble #72

receive reindeer
eighteen deceiver

View/Purchase Grade 6 Spelling

Spelling Pattern Worksheet Answers

Spelling Sort #73

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

Jumble #73

patios	audios
donkeys	corduroys

Spelling Sort #74

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

Jumble #74

foxes	dashes
waxes	carwashes

Spelling Sort #75

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

Jumble #75

duties	docs
shoes	vacancies

Spelling Sort #76

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

Jumble #76

lives	hooves
ourselves	dwarves

Spelling Sort #77

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

Jumble #77

deer	oxen
mice	appendices

Spelling Sort #78

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

Jumble #78

tomb	bear
fruit	people

Spelling Sort #79

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

Jumble #79

knot	talk
solemn	tombstone

Spelling Sort #80

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

Jumble #80

wasting	quickly
closely	statement

Spelling Sort #81

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

Jumble #81

surely	vetoed
dyes	peaceable

Spelling Sort #82

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

Jumble #82

bunch	patch
machine	sketching

Spelling Sort #83

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

Jumble #83

ranch	snatch
pitch	slouched

Spelling Sort #84

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

Jumble #84

traffic	packers
action	quacking

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Spelling Pattern Worksheet Answers

Spelling Sort #85

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

Jumble #85

locked shaking
monkey candlestick

Spelling Sort #86

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

Jumble #86

tried laying
abilities annoying

Spelling Sort #87

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

Jumble #87

bullying dismayed
jockeying accompanying

Spelling Sort #88

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

Jumble #88

buff dismiss
teller handcuff

Spelling Sort #89

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

Jumble #89

normal painful
already artfully

Spelling Sort #90

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

Jumble #90

rhythmic rhyming
rhinos rhetoric

Spelling Sort #91

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

Jumble #91

orchid chorus
scheme mechanic

Spelling Sort #92

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

Jumble #92

expulsion session
passion convulsion

Spelling Sort #93

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

Jumble #93

beautician optician
physician cosmetician

Spelling Sort #94

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

Jumble #94

action nation
auction emotional

Spelling Sort #95

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

Jumble #95

raffle apple
wrinkle straddle

Spelling Sort #96

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

Jumble #96

measles noodle
title eagle

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Spelling Pattern Worksheet Answers

Spelling Sort #97

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

Jumble #97

travel	ripen
animal	dinosaur

Spelling Sort #98

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

Jumble #98

garage	other
circus	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.**

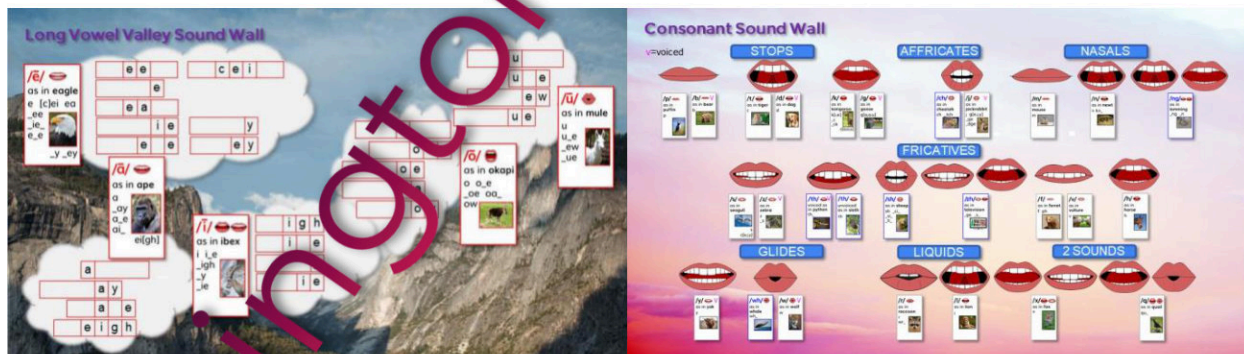
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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

Tight Smile

Short Schwa

Puckered Lips

Slightly Opened

Long Schwa

Fully Opened

/ē/
as in eagle
e [c]ei ea
_ee
_ie
e_e
_y _ey

/ĭ/
as in pig
i
_y

/ā/
as in ape
a
_ay
a_e
ai_
eigh

/ĕ/
as in gecko
e _ea

/ĕ/
as in bodger
a

/oi/
as in koi
oi_ _oy

/ow/
as in cow
_ow
ou_

/ī/
as in ibex
i _ie
_igh
_y
_ie

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

/ō/
as in otter
o

/ū/
as in mule
u
u_e
_ew
_ue

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

/oo/
as in woodpecker
oo
u

/ō/
as in okapi
o _o_e
oe oo
ow

/ū/
as in buffalo
u

/or/
as in ermine
er
ir
ur

/or/
as in shark
or

/or/
as in orca
or
ore

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Short Vowel Valley Sound Wall

/ĭ/ 

as in pig

i

_y



	i	
	i	
	i	
	y	

/ĕ/ 

as in gecko

e _ea



	e	
	e	
	e	a
	e	a

/ă/ 

as in badger

a



	a	
	a	
	a	
	a	

/ŏ/ 

as in otter

o



	o	
	o	
	o	
	o	

/ŭ/ 

as in buffalo

u



	u	
	u	
	u	
	u	

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Long Vowel Valley Sound Wall

/ē/ 

as in eagle

e [c]ei ea

_ee

ie

e_e



_y_ey

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

	c	e	i	
--	---	---	---	--

		e	
--	--	---	--

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

		i	e
--	--	---	---

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

		y	
--	--	---	--

		e	y
--	--	---	---

/ā/ 

as in ape

a

_ay

a_e

ai_



ei[gh]

/ī/  

as in ibex

i i_e

_igh

_y

_ie



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

	i		e
--	---	--	---

			y
--	--	--	---

		i	e
--	--	---	---

	o	
--	---	--

	o	e
--	---	---

	o	a
--	---	---

	o	w
--	---	---

	u	
--	---	--

	u	e
--	---	---

	e	w
--	---	---

	u	e
--	---	---

/ō/ 

as in okapi

o o_e

oe oa

ow



/ū/ 

as in mule

u

u_e

_ew

_ue



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	

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

	o	
	o	o
	u	
	u	

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


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

/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

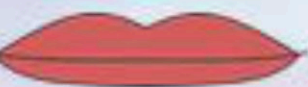
NASALS

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



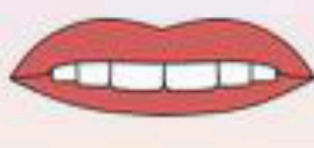
/th/ as in python
th

/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

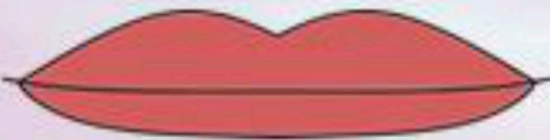


/q/ as in quail
qu

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Consonant Sound Wall Stops

v=voiced



/p/ 
as in puffin
p



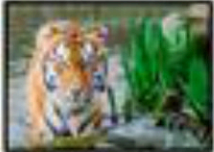
p	
p	
	p
	p

/b/  v
as in bear
b



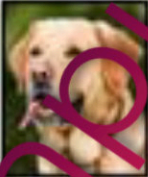
b	
b	
	b
	b

/t/ 
as in tiger
t



t	
t	
	t
	t

/d/  v
as in dog
d



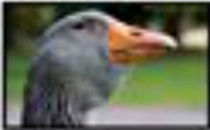
d	
d	
	d
	d

/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	
---	--

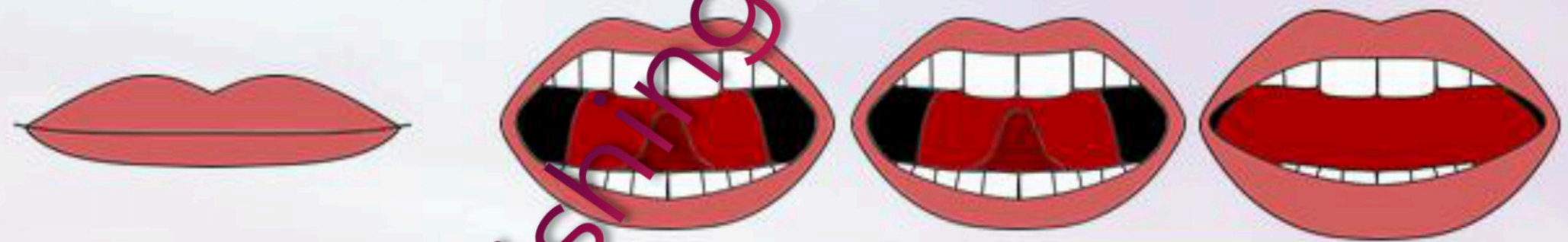
j	
---	--

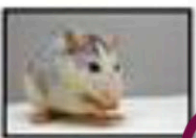
j	
---	--

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

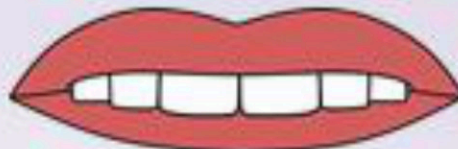
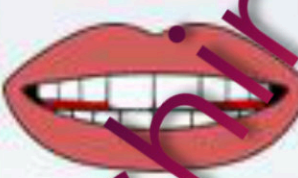
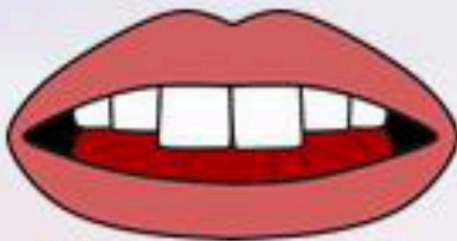
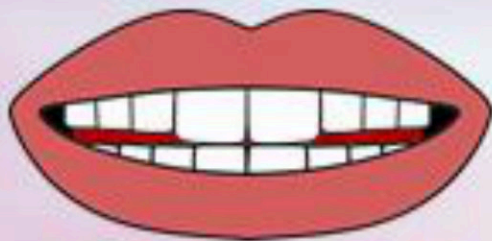
/ng/ 
as in
lemming
_ng _n 

	n	g
	n	g
	n	
	n	

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Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull



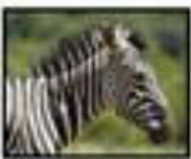
s
c[e,i,y]

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

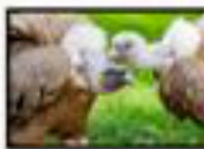


f	
f	
	f
	p h

/v/

as in vulture

v



v	
v	
	v
	v

/h/

as in horse

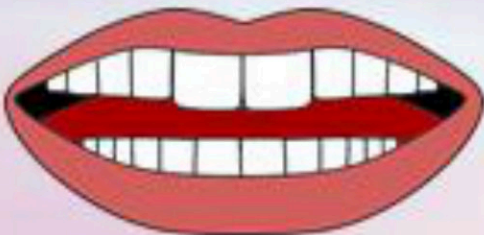
h

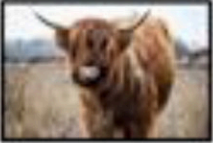


h	
h	
	h
	h

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Consonant Sound Wall Glides



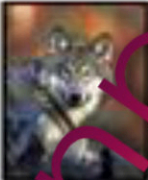
/y/  V
as in yak
y


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

Wunz 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 rest wun billt owd uv ber ix.

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

VN

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Spelling Proofreading Strategies

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

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

Practice

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

Answers

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

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

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

.....

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

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

The End

.....

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

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Heart Words Spelling Assessment

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

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

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

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

Administration

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

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

Grading

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

Practice

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

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

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

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Heart Words Spelling Assessment

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

View/Purchase Grade 6 Spelling

Heart Words Spelling Assessment

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

View/Purchase Grade 6 Spelling

Heart Words Spelling Assessment

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

View/Purchase Grade 6 Spelling

Heart Words List

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

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

[View/Purchase Grade 6 Spelling](#)

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				

View/Purchase Grade 6 Spelling

The 450 Most Frequently Used Words List

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

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

[View/Purchase Grade 6 Spelling](#)

The 450 Most Frequently Used Words List

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

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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	town	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			

[View/Purchase Grade 6 Spelling](#)

The 100 Most Often Misspelled Words List

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

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

[View/Purchase Grade 6 Spelling](#)

The 70 Most Commonly Confused Words List

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

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

View/Purchase Grade 6 Spelling

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

1. The *i* before “e” Rule

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

2. The Final “y” Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y* (*delay-delayed*), or if the ending begins with an *i* (*copy-copying*). Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y* (*pretty-prettyest*).

3. The Silent “e” Rule

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

4. The Double the Consonant Rule

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

5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” (*vacancy, arrogance*) if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ur” (*clearance, insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (*magnificent, emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

6. The “able” or “ible” Rule

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

7. The Ending “ion” Rule

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

8. The Plurals Rule

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

View/Purchase Grade 6 Spelling

The “i” before “e” Spelling Rule (to the tune of “Rig ‘a Jig Jig”)

Spell *i* before *e* 'cause that's the rule

Rig-a-jig-jig and away we go,

That we learned back in school.

Away we go, away we go!

But *e* before *i* comes after *c*,

Rig-a-jig-jig and away we go,

and when you hear long /a/. Hey!

Hi-ho, hi-ho, hi-ho.

Spell *i* before *e* 'cause that's the rule

Rig-a-jig-jig and away we go,

That we learned back in school.

Away we go, away we go!

But *e* before *i* comes after *c*,

Rig-a-jig-jig and away we go,

and when you hear long /a/. Hey!

Hi-ho, hi-ho, hi-ho.

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

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

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

View/Purchase Grade 6 Spelling

The Final “y” Spelling Rule

(to the tune of “Hickory Dickory Dock”)

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

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck one;
the mouse ran down,
Hickory, dickory dock.*

But if a consonant then
A y should end a word,
Just change the y
into an i
Except if the suffix has i

*Hickory, dickory dock,
The mouse ran up the clock.
The clock struck two;
the mouse ran down,
Hickory, dickory dock.*

The Final “y” Rule and Spelling Song

Keep the y when adding an ending if the word ends in a vowel, then a y (*delay-delayed*), or if the ending begins with an i (*copy-copying*). Change the y to i when adding an ending if the word ends in a consonant, then a y (*pretty-prettiest*).

<https://www.youtube.com/watch?v=Ro-Nnt0HHdU>

View/Purchase Grade 6 Spelling

The Final *e* Spelling Rule

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

Before "able" or "o-u-s"

Mostly keep the *e*

When the ending is "y-e",

"e-e", or even "o-e". YEO!

The Final "e" Rule and Spelling Song

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

<https://www.youtube.com/watch?v=NPbn9SzU1KE>

View/Purchase Grade 6 Spelling

Double the Last Consonant Spelling Rule (to the tune of "Yankee Doodle")

Double the last consonant
When adding on an ending
If these three do all agree
On this you'll be depending.
Is the accent at the end?
With a vowel, then consonant?
Does the ending you must add
Begin with a vowel?

*Yankee Doodle went to town
'A riding on a pony.
Stuck a feather in his cap
And called it macaroni.
Yankee Doodle keep it up!
Yankee Doodle da-an-dy
Mind the music and the step
And with the girls be handy.*

Double the Consonant Rule and Spelling Song

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

<https://www.youtube.com/watch?v=kUpkxRFlvE8>

View/Purchase Grade 6 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 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 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>

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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>

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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

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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
 tltlgarger
 cblkesro
 uchogin
 corphtsur
 cdhwnoout

Long a Sound

“a”
 “a_e”
 “ai_”
 “_ay”
 “ei”

stabled
 carefully
 straining
 betrayal
 freighter

dletbas
 yluflarec
 ginianrts
 tylaaebr
 hefrgiret

Long e Sound

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

believed
 meetings
 teacher
 leisnrcly
 tambourne
 ceining

vdeeiellb
 mtsgniece
 srehaet
 ylurelies
 neuriboamt
 ginclic

Long i Sound

“i”
 “i_e”
 “_igh”
 “_y”
 “_ie”

tricycles
 provided
 frightened
 beautify
 untied

ylcceirts
 dideprvo
 tndechgirl
 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

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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
 yreevhtng
 lyulaefcr
 iryfe
 uoanldgylpr

Non-phonetic Words

thorough
 Wednesday
 against
 thought
 beautiful

hghoorut
 dewsnedayd
 gantias
 hoghutt
 euatbfilu

Consonant Doubling

committee
 disappoint
 beginning
 Mississippi

mocmetei
 aioitnpsdp
 nnnngiibge
 ppssssiim

/j/ Sound

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

baiges
 bandag
 jockrabbt
 generally
 gngantic
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “ei” with /ā/

earpiece
 receiving
 neighbors

ceiprae
 vgineicer
 osbhrieng

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Word Making

Sound-Spellings

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

Unscrambled Words

catastrophe
cooperate
currently
recently
cinnamon
bicycles

Word Jumbles

rsatacohept
epearoc
tnylrurce
eecnlyn
mnehanic
cdlyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
ggintei
arsotlgyo

“s” and “es” Plurals

Vowel before *o*
Vowel before *y*
Consonant before *o*
Most Nouns Add *s*

stereos
attorneys
batboys
bookcases

treesos
rtatoysen
tbsyoab
seskcaooob

/x/, /ch/, /sh/, /z/, and /f/ Plurals

/x/
/ch/
/sh/
/z/
/f/

mailboxes
branches
eyelashes
surprises
midwives

lxmiaesob
bcrhsane
hssealyee
rsspueirs
viwedsim

Irregular Plurals

children
armadillos
beliefs
people

dlinchec
losaaidlmr
eleifbs
lppeeo

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Word Making

Sound-Spellings

Contractions

haven't
they're
could've

tenavh'
y'heret
evlu'dco

Silent Letters

plumbing
knowledge
scientific
cornstalk
leagues

lnmbpugn
ewgodnkl
ciifetnisc
restoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceacec
rirtthheee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
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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