

# DIFFERENTIATED SPELLING INSTRUCTION

MARK PENNINGTON



GRADE 6



ASSESSMENT-  
BASED  
SPELLING  
PATTERNS  
PROGRAM



Visual Watermark

# Differentiated Spelling Instruction Grade 6

Mark Pennington

Pennington Publishing  
El Dorado Hills, CA

Congratulations on your purchase of *Differentiated Spelling Instruction Grade 6*.

COPYRIGHT ©2014, 2020, 2023 Pennington Publishing

Printed in the United States of America

### **NOTICE TO THE READER**

Portions of this book have been previously published in *Teaching Spelling and Vocabulary* ©2001, *Teaching Reading Strategies* ©2008, 2014 and *Grammar, Mechanics, Spelling, and Vocabulary (Teaching the Language Strand)* ©2014 Pennington Publishing. Permission is hereby granted to the individual purchaser to reproduce student materials in this book for noncommercial individual or classroom use only.

Other than the heretofore specified limited permission for reproduction, the text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronics or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, without prior written permission of the publisher.

The Publisher makes no representation or warranties of any kind, including but not limited to, the warranties of fitness for particular purpose or merchantability, nor are any such representations implied with respect to the material set forth herein, and the publisher takes no responsibility with respect to such material. The publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or part, for the readers' or students' reliance upon, this material.

Mark Pennington  
Pennington Publishing

# Differentiated Spelling Instruction

## Grade 6

### Table of Contents

<b>Instructional Component</b>	<b>Pages</b>
Introduction, Preparation, and Program Directions.....	1-4
Grades 3–8 Spelling Scope and Sequence.....	5-7
Spelling Patterns Spelling Tests, Spelling Sort Worksheets, Spelling Sort Answers, and Assessments Teacher’s Guide	8–75
Spelling Sort Worksheets.....	76–104
Diagnostic Spelling Assessment.....	105–109
Diagnostic Spelling Assessment Mastery Matrix.....	110–115
Remedial Spelling Pattern Worksheets and Answers.....	116–226
<b>Spelling Resources Appendix</b>	
Personal Sound Walls.....	227–241
How to Study Spelling Words.....	242
Spelling Proofreading Strategies.....	243–244
Heart Words Spelling Assessment.....	245–248
<b>Supplemental Word Lists</b>	
Heart Words List.....	249
Academic Words List.....	250
The 450 Most Frequently Used Words.....	251–254
The 100 Most Often Misspelled Words.....	255
The 70 Most Commonly Confused Words.....	256
Eight Advanced Spelling Rules and Memory Songs.....	257–265
Spelling Review Games.....	266–272

## 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.

## Preparation

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

Spelling Pattern Lessons:

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

Diagnostic Spelling Assessment and Individualized Instruction:

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

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

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

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

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

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

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

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

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

## Program Directions

### Monday

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

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

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

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

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

### Tuesday

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

Students complete the spelling sort (10 Minutes).

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

## Program Directions

### Wednesday

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

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

### Thursday

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

### Friday

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

### Quarterly Summative Assessments

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

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



## 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> , / <i>ē/</i> , / <i>ī/</i>	/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
<b><i>r</i>- controlled Vowels</b>	Consonant Doubling	“ough” and “augh”	/f/ “ph,” “_gh,” “lf,” and “_ft”	“able”	Commonly Confused Suffixes
<b>Diphthongs /aw/</b>	/j/	<i>i</i> before <i>e</i>	/ion/	“ible”	<b>Long Schwa</b>
<b>Diphthongs “oo”</b>	<i>i</i> before <i>e</i>	Starting/Ending /k/	<b>Vowel Shift</b>	“ant,” “ance,” “ancy”	<b>Short Schwa</b>
<b>Diphthongs /oi/, /ow/</b>	Hard and Soft / <i>c/</i>	Consonant Doubling	<b>Consonant Shift</b>	“ent,” “ence,” “ency”	<b>French Spellings and Expressions</b>
<b>Consonant Digraphs</b>	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> , / <i>ē/</i> , / <i>ī/</i>	Plurals Ending in “s” and “es”	Change/Keep Final <i>y</i>	Consonant–Final <i>e</i> and “ <i>le</i> ”	“ice,” “ise,” “ize,” “yze”	<i>a</i> and <i>e</i> Banal
<b>Heart Words</b>	Plurals Ending in / <i>x/</i> / <i>ch/</i> /sh// <i>y/</i> /s// <i>z/</i>	Plurals	Vowel-“se,” “ve”	“us” and “_ous”	Latin Expressions
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST

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

Grade/Level 3	Grade/Level 4	Grade/Level 5	Grade/Level 6	Grade/Level 7	Grade/Level 8
Schwa	<b>Drop/Keep Final e</b>	Schwa	“est,” “ist,” and “iest”	“qu” 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	<b>Starting/Ending /k/</b>	/ion/	“ible”	“al,” “ial,” “cial,” “tial”	/zh/
<i>i</i> before <i>e</i>	<b>Change/Keep Final y</b>	“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”	<b>Double <i>l-f-s-z</i></b>	Irregular Plurals	“ant,” “ence,” “ency”	“ly” and “ally”	/air/
REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST	REVIEW/TEST
<b>Plurals Ending in /x/ /ch//sh//f//s//z/</b>	Irregular Plurals	<b>Vowel Shift</b>	“ary,” “ery,” “ory,” “ury,” “ry”	Pronunciation Problems	Accent Shift
<b>Irregular Plurals</b>	Contractions	<b>Consonant Shift</b>	“us” and “_ous”	Schwa	<b>w-controlled Vowels</b>
<b>Contractions</b>	Silent Letters	<b>Pronunciation Problems</b>	Pronunciation Problems	Greek and Latin Prefixes	<b>Assmilations</b>
<b>Silent Letters</b>	Heart Words	Greek and Latin Prefixes	Greek and Latin Prefixes	Greek and Latin Bases	<b>Schwa Suffixes</b>
<b>Homonyms</b>	Homonyms	Greek and Latin Bases	Greek and Latin Bases	<b>Latin Expressions</b>	“ti” /sh/ Suffixes
<b>Greek and Latin Prefixes</b>	Greek and Latin Prefixes	<b>French Spellings</b>	French Spellings	<b>French Expressions</b>	“ci” /sh/ Suffixes
<b>Greek and Latin Bases</b>	Greek and Latin Bases	<b>Homonyms</b>	British Spellings	British Spellings	“i” /ē/ Suffixes
SUMMATIVE	SUMMATIVE	SUMMATIVE	SUMMATIVE	SUMMATIVE	SUMMATIVE

**NOTES:**

[benningtonpublishing.com](http://benningtonpublishing.com)

## Teacher Pages

---

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



## 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



## 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

## Spelling Patterns Test #2

---

1. biggest
2. contain**ment**
3. glí**st**ening
4. equip**ment**
5. shá**r**pened
6. dri**pp**ed
7. impa**rt**ed
8. sho**ck**ing
9. leadoff
10. weak**ness**
11. hairbrush
12. for**bid**den
13. runa**ro**und
14. conve**nt**ion
15. sú**ff**ering
16. restri**ct**ion
17. fá**st**ening
18. headlight
19. cru**el**ness
20. expel**l**ed



## 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 in a vowel then a consonant 3. The suffix begins with a vowel.

### SPELLING WORDS

1. biggest
2. contain**ment**
3. gl**is**tening
4. equip**ment**
5. sh**ar**pened
6. dri**pp**ed
7. imp**art**ed
8. sh**ock**ing
9. leadoff
10. weak**ness**
11. hair**brush**
12. forb**id**den
13. run**ar**ound
14. conv**ent**ion
15. s**uff**ering
16. restr**ic**tion
17. f**ast**ening
18. head**light**
19. cruel**ness**
20. exp**ell**ed

### Double the Consonant

big**g**est  
dri**pp**ed  
forb**id**den  
exp**ell**ed

### Suffix Begins with Consonant

cont**ain**ment  
equip**ment**  
weak**ness**  
cruel**ness**

### Accent Not on Ending Base Word or Incomplete Base

gl**is**tening  
sh**ar**pened  
s**uff**ering  
f**ast**ening

### No Vowel-Consonant at End of Base

imp**art**ed  
sh**ock**ing  
conv**ent**ion  
restr**ic**tion

### Compound Words

leadoff  
hair**brush**  
run**ar**ound  
head**light**

### SPELLING TIPS

#### Syllable Rule

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



## Spelling Patterns Test #3

---

1. **r**eceivable
2. **e**ighteen
3. un**be**lie**f**
4. sp**e**ci**e**s
5. she**i**k
6. conce**i**ved
7. be**i**ge
8. grie**v**ing
9. code**i**ne
10. fore**i**gn
11. misper**ce**ive
12. he**i**ress
13. de**ce**itful
14. polic**i**es
15. brief**ca**se
16. ve**i**l
17. ch**i**eftain
18. we**i**ghtless
19. conce**i**tedly
20. fie**f**s



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

**ie (not  
after c)**

unbelief  
grieving  
briefcase  
chieftain  
fiefs

**ei sounding  
like /ā/**

eighteen  
beige  
heiress  
veil  
weightless

**cei**

receivable  
conceived  
misperceive  
deceitful  
conceitedly

**Exceptions**

species  
sheik  
codeine  
foreign  
policies

## Spelling Patterns Test #4

---

1. **g**allon
2. **c**inderblock
3. electro**cu**tion
4. **c**entaur
5. **c**ulinary
6. **co**operate
7. **ca**tastrophe
8. **e**legy
9. **G**enesis
10. **g**oggles
11. **co**llar
12. monog**am**y
13. theocr**ac**y
14. disg**us**ting
15. outg**oi**ng
16. **ci**tation
17. **ce**ntennial
18. **ca**ntankerous
19. **e**ffigy
20. **g**ender
20. **r**egretted



## 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. **e**legy
9. **G**enesis
10. **g**oggles
11. **c**ollar
12. **m**onogamy
13. **t**heocracy
14. **d**isgusting
15. **o**utgoing
16. **c**itation
17. **c**entennial
18. **c**antankerous
19. **e**ffigy
20. **g**ender

**ca**

catastrophe

cantankerous

**cu**

electrocution

culinary

**ci**

cinderblock

citation

**ga**

gallon

monogamy

**go**

goggles

outgoing

**gy**

elegy

effigy

**co**

cooperate

collar

**ce**

centaur

centennial

**cy**

theocracy

**gu**

disgusting

**ge**

Genesis

gender

## 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



## 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

## 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



## 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 *oars* 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	separately
ridiculed	advertisement
creative	achievement
imagination	squarely
icing	effectiveness
latest	

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

sliceable
marriageable
replaceable
serviceable
courageously

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

kneeling
oboes
buckeyes

**Exception**

sizeable



## Spelling Patterns Test #7

---

1. defrayed
2. busi**est**
3. spr**yl**y
4. carr**ying**
5. joy**fully**
6. hob**by**ist
7. rep**aying**
8. merc**iful**
9. greed**iness**
10. penn**iless**
11. black**berrie**s
12. wry**ness**
13. **ly**ing
14. centur**ies**
15. disob**eyed**
16. assem**blie**s
17. dec**aying**
18. six**ty**ish
19. ancest**rie**s
20. rep**ayme**nt



**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

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

### Helpful Hints

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

## Spelling Patterns Lessons 1–7 Summative Assessment

1. 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	/æ/
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	<b>Long /oo/</b>
10. looked	He looked older than he really was.	looked	
11. butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
12. poisoned	The chemical poisoned the water.	poisoned	
13. destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
14. crowded	This school is very crowded.	crowded	
15. counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
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	<b>r-controlled</b>
21. yesterday	I think she called me yesterday.	yesterday	<b>Hard y</b>
22. committee	The committee finished its task.	committee	<b>Consonant</b>
23. fighting	The children finally stopped fighting.	fighting	<b>Doubling</b>
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	<b>i before e</b>
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	<b>Hard/Soft</b>
38. apology	An apology would certainly be appropriate.	apology	<b>c and g</b>

## 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>	<b>Plurals</b>
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	<b>Drop/Keep</b>
56. eyeing	The child was eyeing the chocolate cookies.	eyeing	<b>Final e</b>
57. cherries	The tree was loaded with cherries.	cherries	
58. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	<b>Change/</b>
59. spying	My little sister was spying on my friends.	spying	<b>Keep y</b>

## 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**



## 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**

## 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





## 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

## 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



**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.**

## 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



## 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	emit/emission
specific/specificity	accurate/accuracy
public/publicize	present/presence
justice/judicial	silent/silencer
statistic/statistician	evident/evidence
substantially/ substance	democrat/ democracy
voice/vocal	
academic/ academician	

#### t-c or t-s

#### d-s or d-t

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

## 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**



## 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



## 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





## 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 /ü/ or /i/ 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**

## 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



## 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

## 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.

## 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”

## 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



## 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

## 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





## 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

## 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**



## 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



## 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



## 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

## 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



## 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

## 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**





## 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

## 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



## 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

**Following “id”**  
evidence  
coincidence  
confident

**Following Soft c**

adjacent  
innocent

**Following Soft g**

intelligence  
emergency  
contingency

**Following “ere”**

coherence  
adherence

## 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.

## 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	“ce”/“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”

## 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



## 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

## 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





## 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

#### \_eous

righteous  
instantaneous  
spontaneous  
gorgeous

#### \_cious

precocious  
subconscious  
audacious  
malicious

#### \_rious

furious  
industrious  
serious  
variously

#### \_tious

cautiously  
infectious  
ambitiously  
scrumptious

#### 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.

## Spelling Patterns Test #24

---

1. **et** cetera
2. mischie**vous**
3. sup**posedly**
4. jewel**ry**
5. prob**ably**
6. **pot**able
7. fol**iage**
8. may**onnaise**
9. sup**remacist**
10. inter**pret**
11. pron**unciation**
12. mini**ature**
13. ord**inance**
14. temper**ature**
15. aster**isk**
16. federal
17. relev**ant**
18. hier**archy**
19. mason**ry**
20. gro**ceries**



## 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

## 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**



**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

**against**

offensive  
obsessive  
occult  
opposition

**apart**

separatist  
divulge  
disaggregate  
digress  
differentiate  
divisive  
segregate



## 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**



**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. _____ |

## 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





## 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. antiques
18. sabotage
19. gazette
20. masquerade

#### \_et

ballet  
gourmet  
buffet

#### \_ier

soldier  
chandelier

#### \_asse

crevasse  
demitasse

#### \_age

corsage  
mirage  
sabotage

#### \_ette

brunette  
dinette  
gazette

#### \_que

critique  
opaque  
antiques  
masquerade

#### \_eon

surgeon  
pigeon  
dungeon

## 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



## 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

# 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 word.

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

## Helpful Hints

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

## Spelling Patterns Lessons 1–28 Summative Assessment

1. 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	/æ/
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	<b>Long /oo/</b>
10. looked	He looked older than he really was.	looked	
11. butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
12. poisoned	The chemical poisoned the water.	poisoned	
13. destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
14. crowded	This school is very crowded.	crowded	
15. counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
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	<b>r-controlled</b>
21. yesterday	I think she called me yesterday.	yesterday	<b>Hard y</b>
22. committee	The committee finished its task.	committee	<b>Consonant</b>
23. fighting	The children finally stopped fighting.	fighting	<b>Doubling</b>
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	<b>i before e</b>
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	<b>Hard/Soft</b>
38. apology	An apology would certainly be appropriate.	apology	<b>c and g</b>

## 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>wolves</i>	<b>Plurals</b>
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	<b>Drop/Keep</b>
56. eyeing	The child was eyeing the chocolate cookies.	eyeing	<b>Final e</b>
57. cherries	The tree was loaded with cherries.	cherries	
58. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	<b>Change/</b>
59. spying	My little sister was spying on my friends.	spying	<b>Keep y</b>
60. pharmacy	The pharmacy supplies his medicine.	pharmacy	
61. biography	Her biography was difficult to read.	biography	<b>“ph”</b>
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	<b>/ion/</b>
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	<b>“c/tial”/</b>
70. fictitious	Her fictitious story fooled the police officer.	fictitious	<b>“c/tious”</b>
71. humble	His humble attitude was refreshing.	humble	<b>Consonant-</b>
72. trickle	The water slowed down to just a trickle.	trickle	<b>“le”</b>
73. increase	The tax increase paid for a new school.	increase	<b>Vowel-</b>
74. executive	A busy executive needs to be organized.	executive	<b>“se”/“ve”</b>
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	<b>“ist”/“est”</b>
78. apprentice	The apprentice learned the business.	apprentice	<b>“ice”/“ise”/</b>
79. visualize	I can visualize how the machine works.	visualize	<b>“ize”/“yze”</b>

## 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	

## Student Pages

---

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





## 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 <i>rooster</i>
_____	_____
_____	_____
Short /oo/ as in <i>woodpecker</i>	/oi/
_____	_____
_____	_____
/ow/	ar
_____	_____
_____	_____
er	ir
_____	_____
_____	_____
or	ur
_____	_____
_____	_____

## 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 in a vowel then a consonant 3. The suffix begins with a vowel.

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

## 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

## 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

## 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. crushes
18. taboos
19. climaxes
20. snowshoes

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

Base Ending in Vowel  
before *o*

Base Ending in  
Vowel before *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/

## 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 *candying* 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

---

## 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

---

---

## Lesson #8 /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.

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

#### 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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson #9 /ion/

### Spelling Rule

When a suffix sounds like /shun/ and follows an *l* or *s*, spell “sion” as in *propulsion* or *mission*. 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

## 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.

## 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

## 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

## 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

## 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

## 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

## 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



# 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	Base Words (Without Silent Final <i>e</i> )	Base Words with Silent Final <i>e</i>
	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	_____	_____

Following Hard <i>c</i>	Following Hard <i>g</i>
_____	_____
_____	_____
_____	_____

# 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.

<b>SPELLING WORDS</b> 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	<b>Following Bound Bases (other than those ending in "ss," soft c, or soft g)</b> _____ _____ _____ _____ _____	<b>Following Bases Ending in "ss"</b> _____ _____ _____
	<b>Following Bases Ending in Soft c</b> _____ _____ _____	
	<b>Following Bases Ending in Soft g</b> _____ _____ _____	

## 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 /ʊ/.

**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

## 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 Can Add "ation"  
(other than those that end to Base  
in "ear," "ure," or those  
that can't add "ation")

Following "ear"

Following "ure"

Following Hard c

Following Hard g

## 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"

## 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

## 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.**

## 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



## 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

## 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. \_\_\_\_\_



## 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

## 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

#### British-American

\_u – o

\_re – \_er

c – s

## 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](#)**.

## 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.

## Diagnostic Spelling Assessment

1.	bumper	The car bumper had a large dent.	bumper	
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	<b>Short Vowels</b>
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	
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	<b>Silent Final e</b>
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Consonant Digraphs</b>
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	<b>Long /a/</b>
25.	maybe	He thought maybe they would agree.	maybe	
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	<b>Long /e/</b>
31.	bicycle	She got a bicycle for her birthday.	bicycle	
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	<b>Long /i/</b>
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	<b>Long /o/</b>
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	<b>Long /u/</b>

## 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 for sunken treasure.	sunken	/k/



## Diagnostic Spelling Assessment

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

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Short Vowels					Silent Final <i>e</i>					Consonant Digraphs									
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher																				
Class																				
Student Names	u	o	i	e	a	ea as in <i>bread</i>	i_e Long <i>i</i> Sound	a_e Long <i>a</i> Sound	u_e Long <i>u</i> Sound	o_e Long <i>o</i> Sound	u_e <i>oo</i> as in <i>rooster</i>	_se z as in <i>ease</i>	_le l as in <i>tion</i>	_ve v as in <i>vulture</i>	i_e Long <i>e</i>	sh	ch and _tch	th	wh	ph
<b>Totals</b>																				

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Long /a/					Long /e/					Long /i/				Long /o/			Long /u/			
Worksheet #s	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Teacher																					
Class																					
Student Names	a	_ay	ai_	ei	e	_ee	[c]ei	_y	ea	i-Vowel	i	_igh	_y	_ie	o	_oe	oa_	ow	u	_ew	_ue
<b>Totals</b>																					

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings as in the word:	Long /oo/				Short /oo/		/ow/	/oi/	/aw/			r-controlled Vowels				Hard/Soft c and g							
	rooster				woodpecker		cow	koi	hawk			ermine				arm	orca	cut	juicy	get	gem		
Worksheet #s	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher																							
Class																							
Student Names	oo	_ue	u	_ew	oo	_u	_ow	ou_	oi_	oy	aw	au	al	all	ur	er	ir	ar	or	Hard c	Soft c	Hard g	Soft g
<b>Totals</b>																							

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Soft y C. Doubling					/j/	"ie" "ei"		Plurals				Silent Letters			Final e	/ch/	/k/			
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
Teacher																					
Class																					
Student Names																					
<b>Totals</b>																					

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z “rh” “ch”				/ion/			C.-le		Schwa	
Worksheet #s	86	87	88	89	90	91	92	93	94	95	96	97	98
Teacher	Drop Final y before Suffix	Keep Final y before Suffix	Double l, f, s, z	Drop l with “all,” “fill,” and “full”	Greek /er/ “rh”	Greek /k/ “ch”	/ion/ “sion”	/ion/ “cian”	/ion/ “tion”	Short Vowel- Consonant-le	Other Vowels- Consonant-le	Short Schwa	Long Schwa
Class													
Student Names													
<b>Totals</b>													

## NOTES

penningtonpublishing.com

# 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.



## 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.

## 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		
	<b>Long <i>o</i> Sound Vowels</b>	<b>r-controlled Vowels</b>
<b>Silent Final <i>e</i></b>	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	<b>Long <i>u</i> Sound Vowels</b>	<b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b>
11. u_e	39. u	
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	<b>oo Sound as in <i>rooster</i></b>	63. Hard <i>g</i>
	42. oo	64. Soft <i>g</i>
<b>Consonant Digraph Sounds</b>	43. _ue	
16. sh	44. u	<b>Soft <i>y</i></b>
17. ch and _tch	45. _ew	65. Long /i/
18. th		66. Long /e/
19. wh_	<b>oo Sound as in <i>woodpecker</i></b>	
20. ph	46. oo	<b>Consonant Doubling</b>
	47. _u_	67. Doubled
<b>Long <i>a</i> Sound Vowels</b>		68. Not Doubled
21. a	<b>ow Sound as in <i>cow</i></b>	
22. _ay	48. _ow	<b>/j/</b>
23. ai_	49. ou_	69. “dge”
24. ei		70. “ge”
	<b>oi Sound</b>	<b>“ie”/“ei”</b>
<b>Long <i>e</i> Sound Vowels</b>	50. oi_	71. “ie”
25. e	51. _oy	72. “ei”
26. _ee		
27. [c]ei		
28. _y		
29. ea		
30. Vowel		

## Sound-Spelling Patterns Scope and Sequence

### Plurals

*/ion/*

- 73. Add *s* after Vowel-*o* and *y* 92. */ion/* “sion”
- 74. Add “es” after */x/*, */ch/*, */sh/*, */s/*, and */z/* 93. */ion/* “cian”
- 75. Change *y* to *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”

# Spelling Pattern Worksheet #1

## Short *u* Sound “u”

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

**SORT** Write each word in the correct column.

clutch      touch      dune      stuff      rumo      lack  
mutant      brunch      skunk      music      rust      pleasure

### Short *u* Sound “u” Spellings

### Other “u” Spellings

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

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

usckt \_\_\_\_\_      ncurhc \_\_\_\_\_

tsydu \_\_\_\_\_      tnpuemnihs\* \_\_\_\_\_

\*Bonus

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

truck \_\_\_\_\_      trunk \_\_\_\_\_

judge \_\_\_\_\_      bluff \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Spelling Pattern Worksheet #2

### Short *o* Sound “o”

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

**SORT** Write each word in the correct column.

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

Short *o* Sound “o” Spellings

Other “o” Spellings

---

---

---

---

---

---

---

---

---

---

---

---

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

stoc \_\_\_\_\_ lckoc \_\_\_\_\_

lonbd \_\_\_\_\_ glsbbreoni\* \_\_\_\_\_

\*Bonus

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

stop \_\_\_\_\_ lost \_\_\_\_\_

knock \_\_\_\_\_ mob \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #3

## Short *i* Sound “i”

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

**SORT** Write each word in the correct column.

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

Short *i* “i” Spellings

Other “i” Spellings

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

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

tcpih \_\_\_\_\_ diger \_\_\_\_\_

dhidne \_\_\_\_\_ cnobimantio\* \_\_\_\_\_

\*Bonus

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

bridge \_\_\_\_\_ lick \_\_\_\_\_

slid \_\_\_\_\_ clip \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #4

## Short *e* Sound “e”

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

**SORT** Write each word in the correct column.

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

**Short *e* “e” Spellings**

**Other “e” Spellings**

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

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

cekd \_\_\_\_\_            ttrebe \_\_\_\_\_

stceh \_\_\_\_\_            artsnrwoe\* \_\_\_\_\_

\*Bonus

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

check \_\_\_\_\_            red \_\_\_\_\_

let \_\_\_\_\_            peg \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #5

## Short *a* Sound “a”

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

**SORT** Write each word in the correct column.

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

### Short *a* “a” Spellings

### Other “a” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

ntsad \_\_\_\_\_ slta \_\_\_\_\_

ckrcare \_\_\_\_\_ gdrnoutlebat\* \_\_\_\_\_

\*Bonus

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

stack \_\_\_\_\_ pad \_\_\_\_\_

sat \_\_\_\_\_ band \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #6

## Short e Sound “ea”

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

**SORT** Write each word in the correct column.

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

### Short e “ea” Spellings

---

---

---

---

---

---

### Other “ea” Spellings

---

---

---

---

---

---

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

dhtae \_\_\_\_\_ sadteni \_\_\_\_\_

drtea \_\_\_\_\_ asbrtkfea\* \_\_\_\_\_

\*Bonus

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

---

---

# Spelling Pattern Worksheet #7

## Long *i* Sound “i\_e”

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

**SORT** Write each word in the correct column.

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

Long *i* “i\_e” Spellings

Other “i\_e” Spellings

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

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

tise \_\_\_\_\_      intefiin \_\_\_\_\_

nispe \_\_\_\_\_      linnudere\* \_\_\_\_\_

\*Bonus

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

fine \_\_\_\_\_      pride \_\_\_\_\_

bite \_\_\_\_\_      size \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #8

## Long *a* Sound “a\_e”

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

**SORT** Write each word in the correct column.

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

### Long *a* “a\_e” Spellings

### Other “a” Spellings

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

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

ctrae \_\_\_\_\_ kmae \_\_\_\_\_

fesa \_\_\_\_\_ eespkae\* \_\_\_\_\_

\*Bonus

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

stake \_\_\_\_\_ plate \_\_\_\_\_

page \_\_\_\_\_ case \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #9

## Long *u* Sound “u\_e”

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

**SORT** Write each word in the correct column.

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

Long *u* “u\_e” Spellings

Other “u\_e” Spellings

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

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

tuec \_\_\_\_\_ buterit \_\_\_\_\_  
utme \_\_\_\_\_ centmuo\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #10

## Long o Sound “o\_e”

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

**SORT** Write each word in the correct column.

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

Long o “o\_e” Spellings

Other “o” Spellings

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

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

polse _____	kehoc _____
nobe _____	senolmeo* _____

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

hope _____	phone _____
broke _____	mole _____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #11

oo Sound “u\_e”

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

**SORT** Write each word in the correct column.

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

Long oo “u\_e” Spellings

Other “u\_e” Spellings

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

**JUMBLE** Write the word with the oo “u\_e” spelling found in each jumbled word.

elru \_\_\_\_\_ teun \_\_\_\_\_

elrfu \_\_\_\_\_ dtttieau\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #12

z Sound “\_se”

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

**SORT** Write each word in the correct column.

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

Long z “\_se” Spellings

Other “s” Spellings

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

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

shoec \_\_\_\_\_ veadis \_\_\_\_\_

ccause \_\_\_\_\_ seadies\* \_\_\_\_\_

\*Bonus

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

pose \_\_\_\_\_ fuse \_\_\_\_\_

wise \_\_\_\_\_ ease \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #13

*l* Sound “\_le”

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

**SORT** Write each word in the correct column.

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

*l* Sound “\_le” Spellings

Other “l” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

blea \_\_\_\_\_ clorae \_\_\_\_\_

ddflie \_\_\_\_\_ tttsmleene\* \_\_\_\_\_

\*Bonus

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

muffle \_\_\_\_\_ trouble \_\_\_\_\_

gable \_\_\_\_\_ huddle \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #14

v Sound “\_ve”

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

**SORT** Write each word in the correct column.

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

v Sound “\_ve” Spellings

Other “v” Spellings

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

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

vahc \_\_\_\_\_ vomde \_\_\_\_\_

vitemo \_\_\_\_\_ ceviere\* \_\_\_\_\_

\*Bonus

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

hive \_\_\_\_\_ shove \_\_\_\_\_

rave \_\_\_\_\_ retrieve \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #15

## e Sound "i\_e"

**FOCUS** The long *e* sound heard in *eagle* can be spelled "i\_e" as in *magazine*.

**SORT** Write each word in the correct column.

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

Long *e* "i\_e" Spellings

Other "i\_e" Spellings

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

**JUMBLE** Write the word with the long *e* "i\_e" spelling found in each jumbled word.

ioplce \_\_\_\_\_      stpregie \_\_\_\_\_  
rilatne \_\_\_\_\_      rinsbumea\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

**WRITE** Compose a sentence using three of your own long *e* "i\_e" spelling words.

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #16

## sh Sound “sh”

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

**SORT** Write each word in the correct column.

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

### sh Sound “sh” Spellings

### Other Spellings

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

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

ruhsc \_\_\_\_\_          sapslh \_\_\_\_\_

shfle \_\_\_\_\_          erfshnmai\* \_\_\_\_\_

\*Bonus

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

bush \_\_\_\_\_          trash \_\_\_\_\_

dish \_\_\_\_\_          mush \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #17

*ch* Sound “ch” and “\_tch”

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

**SORT** Write each word in the correct column.

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

*ch* Sound “ch” and “\_tch” Spellings

Other Spellings

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

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

nchbra \_\_\_\_\_ ctchru \_\_\_\_\_

ouhcc \_\_\_\_\_ chmpranet\* \_\_\_\_\_

\*Bonus

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

each \_\_\_\_\_ ranch \_\_\_\_\_

hatch \_\_\_\_\_ stitch \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #18

## th Sound "th"

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

**SORT** Write each word in the correct column.

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

### th Sound "th" Spellings

### Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

ihtw \_\_\_\_\_ seeth \_\_\_\_\_

thsmo \_\_\_\_\_ timacsmahte\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #19

*hw* Sound “wh\_”

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

**SORT** Write each word in the correct column.

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

*hw* Sound “wh\_” Spellings

Other “w” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

twaha \_\_\_\_\_            henw \_\_\_\_\_

neiwh \_\_\_\_\_            nwameihel\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_            \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_            \_\_\_\_\_ p. \_\_\_\_\_

**WRITE** Compose a sentence using three of your own *hw* sound “wh\_” spelling words.

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #20

### *f* Sound “ph”

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

**SORT** Write each word in the correct column.

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

#### *f* “ph” Spellings

---

---

---

---

---

---

---

#### Other “p” Spellings

---

---

---

---

---

---

---

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

pgrah \_\_\_\_\_ ncsipoh \_\_\_\_\_  
noyph \_\_\_\_\_ umphtri\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

---

---

# Spelling Pattern Worksheet #21

## Long *a* Sound “a”

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

**SORT** Write each word in the correct column.

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

### Long *a* “a” Spellings

---

---

---

---

---

---

---

### Other “a” Spellings

---

---

---

---

---

---

---

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

tstea \_\_\_\_\_ tnanio \_\_\_\_\_  
bleats \_\_\_\_\_ gneetare\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_ \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_ \_\_\_\_\_ p. \_\_\_\_

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

---

---



## Spelling Pattern Worksheet #22

### Long *a* Sound “\_ay”

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

**SORT** Write each word in the correct column.

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

**Long *a* “\_ay” Spellings**

**Other “a” Spellings**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

ysta \_\_\_\_\_ leayd \_\_\_\_\_

yrga \_\_\_\_\_ raysnigt\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #23

### Long *a* Sound “ai\_”

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

**SORT** Write each word in the correct column.

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

Long *a* “ai\_” Spellings

Other “a” Spellings

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

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

dirba \_\_\_\_\_ iltar \_\_\_\_\_

maigni \_\_\_\_\_ romstnair\* \_\_\_\_\_

\*Bonus

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

strain \_\_\_\_\_ aid \_\_\_\_\_

fail \_\_\_\_\_ air \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #24

## Long *a* Sound “ei”

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

**SORT** Write each word in the correct column.

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

### Long *a* “ei” Spellings

---

---

---

---

---

---

### Other “ei” Spellings

---

---

---

---

---

---

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

geibe \_\_\_\_\_ eign \_\_\_\_\_

ghytei \_\_\_\_\_ ogrbhenis\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #25

## Long e Sound “e”

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

**SORT** Write each word in the correct column.

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

### Long e “e” Spellings

### Other “e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

sbedie \_\_\_\_\_      ghtldei \_\_\_\_\_

vrewie \_\_\_\_\_      tedmecen\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



## Spelling Pattern Worksheet #26

### Long *e* Sound “\_ee”

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

**SORT** Write each word in the correct column.

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

#### Long *e* “ee” Spellings

---

---

---

---

---

---

#### Other “ee” Spellings

---

---

---

---

---

---

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

feeb \_\_\_\_\_ elryef \_\_\_\_\_

ekse \_\_\_\_\_ freere\* \_\_\_\_\_

\*Bonus

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

need \_\_\_\_\_ fee \_\_\_\_\_

reef \_\_\_\_\_ peek \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #27

## Long e Sound “[c]ei”

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

**SORT** Write each word in the correct column.

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

### Long e “[c]ei” Spellings

### Other “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

teicde \_\_\_\_\_      cvngiede \_\_\_\_\_

ceireve \_\_\_\_\_      ptirece\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #28

### Long *e* Sound “\_y”

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

**SORT** Write each word in the correct column.

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

Long *e* “\_y” Spellings

Other “y” Spellings

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

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

ytud \_\_\_\_\_ tgyimh \_\_\_\_\_

daly \_\_\_\_\_ pylletcmoe\* \_\_\_\_\_

\*Bonus

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

righty \_\_\_\_\_ glory \_\_\_\_\_

runny \_\_\_\_\_ smelly \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #29

## Long *e* Sound “ea”

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

**SORT** Write each word in the correct column.

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

### Long *e* “ea” Spellings

### Other “ea” Spellings

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

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

etma \_\_\_\_\_ nlcea \_\_\_\_\_

reaydr \_\_\_\_\_ lpaedes\* \_\_\_\_\_

\*Bonus

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

mean \_\_\_\_\_ treat \_\_\_\_\_

flea \_\_\_\_\_ plead \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #30

## Long e Sound i-Vowel

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

**SORT** Write each word in the correct column.

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

Long e “i-vowel” Spellings

Other “i” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

diame \_\_\_\_\_ iumdem \_\_\_\_\_  
ntielen \_\_\_\_\_ viarti\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #31

## Long *i* Sound “i”

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

**SORT** Write each word in the correct column.

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

### Long *i* “i” Spellings

---

---

---

---

---

---

### Other “i” Spellings

---

---

---

---

---

---

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

ratepi \_\_\_\_\_ cyirtcle \_\_\_\_\_

leBbi \_\_\_\_\_ ntelis\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #32

## Long *i* Sound “\_igh”

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

**SORT** Write each word in the correct column.

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

### Long *i* “\_igh” Spellings

---

---

---

---

---

---

### Other “i” Spellings

---

---

---

---

---

---

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

ghtsi \_\_\_\_\_ ghtbri \_\_\_\_\_

reghih \_\_\_\_\_ uldefightl\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #33

## Long *i* Sound “\_y”

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

**SORT** Write each word in the correct column.

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

### Long *i* “\_y” Spellings

---

---

---

---

---

---

### Other “y” Spellings

---

---

---

---

---

---

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

iycgrn \_\_\_\_\_ noecycle \_\_\_\_\_

tsujfiy \_\_\_\_\_ flemys\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #34

## Long *i* Sound “\_ie”

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

**SORT** Write each word in the correct column.

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

### Long *i* “\_ie” Spellings

---

---

---

---

---

---

---

### Other “ie” Spellings

---

---

---

---

---

---

---

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

iedd \_\_\_\_\_ tdie \_\_\_\_\_

srice \_\_\_\_\_ detriun\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #35

## Long o Sound "o"

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

**SORT** Write each word in the correct column.

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

### Long o "o" Spellings

---

---

---

---

---

---

### Other "o" Spellings

---

---

---

---

---

---

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

neaco \_\_\_\_\_ sloa \_\_\_\_\_

tniolo \_\_\_\_\_ sytiboe\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #36

## Long o Sound “\_oe”

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

**SORT** Write each word in the correct column.

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

### Long o “\_oe” Spellings

---

---

---

---

---

---

### Other “o” Spellings

---

---

---

---

---

---

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

eots            \_\_\_\_\_            opems            \_\_\_\_\_

gsoe            \_\_\_\_\_            lufwoe\*            \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_            \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_            \_\_\_\_\_ p. \_\_\_\_

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

---

---

# Spelling Pattern Worksheet #37

## Long o Sound “oa\_”

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

**SORT** Write each word in the correct column.

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

### Long o “oa\_” Spellings

### Other “o” Spellings

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

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

coat \_\_\_\_\_ roast \_\_\_\_\_  
goad \_\_\_\_\_ cloak \_\_\_\_\_

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

ostac \_\_\_\_\_ blsatoai \_\_\_\_\_  
tgoas \_\_\_\_\_ otcptoa\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_  
\_\_\_\_\_



# Spelling Pattern Worksheet #38

## Long o Sound "ow"

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

**SORT** Write each word in the correct column.

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

### Long o "ow" Spellings

---

---

---

---

---

---

### Other "ow" Spellings

---

---

---

---

---

---

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

wngro \_\_\_\_\_ nwigto \_\_\_\_\_

oedwts \_\_\_\_\_ bteowi\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #39

## Long *u* Sound “u”

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

**SORT** Write each word in the correct column.

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

### Long *u* “u” Spellings

---

---

---

---

---

---

### Other “u” Spellings

---

---

---

---

---

---

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

nupy \_\_\_\_\_ tnebua \_\_\_\_\_

ccbui \_\_\_\_\_ scaniimu\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #40

## Long *u* Sound “\_ew”

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

**SORT** Write each word in the correct column.

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

### Long *u* “\_ew” Spellings

### Other “ew” Spellings

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

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

stwefe _____	pehnwef _____
rfewcu _____	eljewre* _____

\*Bonus

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #41

## Long *u* Sound “\_ue”

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

**SORT** Write each word in the correct column.

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

### Long *u* “\_ue” Spellings

---

---

---

---

---

---

### Other “ue” Spellings

---

---

---

---

---

---

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

graue \_\_\_\_\_ nuevea \_\_\_\_\_

lvaue \_\_\_\_\_ bbcraee\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

---

---

# Spelling Pattern Worksheet #42

*oo* Sound as in *rooster* “oo”

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

**SORT** Write each word in the correct column.

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

*oo* Sound as in *rooster* “oo” Spellings

Other “oo” Spellings

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

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

fdoo \_\_\_\_\_ nfospolu \_\_\_\_\_

toob \_\_\_\_\_ ccroaons\* \_\_\_\_\_

\*Bonus

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

hoot \_\_\_\_\_ drool \_\_\_\_\_

groom \_\_\_\_\_ moose \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #43

*oo* Sound as in *rooster* “\_ue”

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

**SORT** Write each word in the correct column.

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

*oo* Sound as in *rooster* “\_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rtue \_\_\_\_\_ edglu \_\_\_\_\_

ldues \_\_\_\_\_ ntrueu\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #44

*oo* Sound as in *rooster* “u”

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

**SORT** Write each word in the correct column.

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

*oo* Sound as in *rooster* “u” Spellings

Other “u” Spellings

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

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

rrmou \_\_\_\_\_ dstuetsn \_\_\_\_\_

tonfu \_\_\_\_\_ cyenflu\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #45

*oo* Sound as in *rooster* “\_ew”

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

**SORT** Write each word in the correct column.

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

*oo* Sound as in *rooster* “\_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

wdre \_\_\_\_\_      crecrkosw \_\_\_\_\_

tews \_\_\_\_\_      obwnren\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_      \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_      \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #46

*oo* Sound as in *woodpecker* “oo”

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

**SORT** Write each word in the correct column.

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

*oo* Sound as in *woodpecker* “oo”  
Spellings

Other “oo” Spellings

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

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

oodst \_\_\_\_\_ nogoick \_\_\_\_\_

oohd \_\_\_\_\_ froer\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #47

*oo* Sound as in *woodpecker* “\_u\_”

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

**SORT** Write each word in the correct column.

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

*oo* Sound “\_u\_” as in *woodpecker*  
Spellings

Other Sound Spellings

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

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

suph _____	ddngpui _____
nptui _____	esbshruo* _____

\*Bonus

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #48

*ow* Sound as in *cow* “\_ow”

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

**SORT** Write each word in the correct column.

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

*ow* as in *cow* “\_ow” Spellings

Other “\_ow” Spellings

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

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

wnto \_\_\_\_\_ vowel \_\_\_\_\_

dowry \_\_\_\_\_ syobcow\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #49

*ow* Sound as in *cow* “ou\_”

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

**SORT** Write each word in the correct column.

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

*ow* as in *cow* “ou\_” Spellings

Other Sound Spellings

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

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

supsoe \_\_\_\_\_            btdou \_\_\_\_\_

rndgou \_\_\_\_\_            levsurose\* \_\_\_\_\_

\*Bonus

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

pout \_\_\_\_\_            round \_\_\_\_\_

mouse \_\_\_\_\_            sour \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #50

## oi Sound “oi\_”

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

**SORT** Write each word in the correct column.

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

### oi Sound “oi\_” Spellings

### Other Sound Spellings

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

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

lioc                    \_\_\_\_\_                simot                    \_\_\_\_\_  
ilfo                    \_\_\_\_\_                ivaodde\*                \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_                    \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_                    \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #51

*oi* Sound “\_oy”

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

**SORT** Write each word in the correct column.

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

*oi* Sound “\_oy” Spellings

Other Sound Spellings

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

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

yojlf \_\_\_\_\_            plemoy \_\_\_\_\_  
yibohs \_\_\_\_\_            gniyortsed\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_            \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_            \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #52

## aw Sound "aw"

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

**SORT** Write each word in the correct column.

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

### aw Sound "aw" Spellings

### Other Sound Spellings

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

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

wsla \_\_\_\_\_ rwlad \_\_\_\_\_

wpan \_\_\_\_\_ bwjanoe\* \_\_\_\_\_

\*Bonus

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

claw \_\_\_\_\_ law \_\_\_\_\_

bawl \_\_\_\_\_ fawn \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #53

## aw Sound "au"

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

**SORT** Write each word in the correct column.

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

### aw Sound "au" Spellings

### Other Sound Spellings

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

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

hagttu \_\_\_\_\_ miurotaudi \_\_\_\_\_

ugcaht \_\_\_\_\_ neidcaue\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #54

## aw Sound "al"

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

**SORT** Write each word in the correct column.

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

### aw Sound "al" Spellings

### Other Sound Spellings

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

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

mastlo \_\_\_\_\_      lafse \_\_\_\_\_

malron \_\_\_\_\_      mmtlroai\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #55

## aw Sound "all"

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

**SORT** Write each word in the correct column.

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

### aw Sound "all" Spellings

### Other Sound Spellings

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

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

llaw \_\_\_\_\_ seblaba \_\_\_\_\_  
llsta \_\_\_\_\_ wayllah\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_.

# Spelling Pattern Worksheet #56

*r*-controlled “ur”

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

**SORT** Write each word in the correct column.

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

*er* Sound “ur” Spellings

Other Sound Spellings

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

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

rdremu \_\_\_\_\_ runtngi \_\_\_\_\_

fsru \_\_\_\_\_ lurehr\* \_\_\_\_\_

\*Bonus

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

urn \_\_\_\_\_ furl \_\_\_\_\_

spurt \_\_\_\_\_ curse \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #57

*r*-controlled “er”

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

**SORT** Write each word in the correct column.

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

*er* Sound “er” Spellings

Other Sound Spellings

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

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

rnest \_\_\_\_\_ eerswte \_\_\_\_\_

selrehf \_\_\_\_\_ thresfea\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #58

*r*-controlled "ir"

**FOCUS** The *er* sound heard in *ermine* can be spelled "ir" as in *bird*.

**SORT** Write each word in the correct column.

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

*er* Sound "ir" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

tisr \_\_\_\_\_ rmuisq \_\_\_\_\_

irdht \_\_\_\_\_ pingrihc\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #59

*r*-controlled “ar”

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

**SORT** Write each word in the correct column.

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

*ar* Sound “ar” Spellings

Other *r*-controlled Spellings

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

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

rmcha \_\_\_\_\_      ttsaring \_\_\_\_\_

hrksa \_\_\_\_\_      harccloa\* \_\_\_\_\_

\*Bonus

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

star \_\_\_\_\_      arm \_\_\_\_\_

lard \_\_\_\_\_      art \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #60

*r*-controlled “or”

**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                      furred

*or* Sound “or” Spellings

Other *r*-controlled Spellings

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

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

rttyfo \_\_\_\_\_                      bwrnen \_\_\_\_\_

rtso \_\_\_\_\_                      rdebors\* \_\_\_\_\_

\*Bonus

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

scorn \_\_\_\_\_                      sword \_\_\_\_\_

tort \_\_\_\_\_                      cork \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #61

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

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

**SORT** Write each word in the correct column.

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

Hard *c* Spellings

Other Sound Spellings

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

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

ctahc _____	ccbreamu _____
nnekel _____	mcktaech* _____

\*Bonus

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

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

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

\_\_\_\_\_

\_\_\_\_\_



## Spelling Pattern Worksheet #62

### Soft *c* Sound “s” and “c[e,i,y]”

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

**SORT** Write each word in the correct column.

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

#### Soft *c* Spellings

---

---

---

---

---

---

---

#### Other “s” and “c” Spellings

---

---

---

---

---

---

---

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

nect \_\_\_\_\_ ycfna \_\_\_\_\_

trcius \_\_\_\_\_ cmntngeei\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_      \_\_\_\_\_ p. \_\_\_\_

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

---

---

## Spelling Pattern Worksheet #63

### Hard g Sound “g[a,o,u]”

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

**SORT** Write each word in the correct column.

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

**Hard g Spellings**

**Other “g” Spellings**

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

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

gtues \_\_\_\_\_            noge \_\_\_\_\_  
ggleru \_\_\_\_\_            solgneia\* \_\_\_\_\_

\*Bonus

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

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

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #64

Soft g Sound “j” , “g[e,i,y]” , \_\_dge”

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

**SORT** Write each word in the correct column.

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

Soft g Spellings

Other “j” and “g” Spellings

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

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

megs \_\_\_\_\_ negrela \_\_\_\_\_

anitg \_\_\_\_\_ nasgymium\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #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. \_\_\_\_\_

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

rlindfey \_\_\_\_\_ ahnyd \_\_\_\_\_

nkmoey \_\_\_\_\_ obybsiht\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #66

Soft y Long /i/

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

**SORT** Write each word in the correct column.

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

**Soft /y/ sound Long /i/ Spellings**

**Other “y” Spellings**

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

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

cingry      \_\_\_\_\_      pryel      \_\_\_\_\_

sujfyti      \_\_\_\_\_      rlunydieng\*      \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #67

## Double Consonant before Suffix

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

**SORT** Write each word in the correct column.

drummer prediction unfairness stopping  
entered hopeless permitted 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.

\_\_\_\_\_ d. \_\_\_\_\_ p. \_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_

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

tetgnil \_\_\_\_\_ naccleeld \_\_\_\_\_

npohpig \_\_\_\_\_ utoitewtd\* \_\_\_\_\_

\*Bonus

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

---

---

# Spelling Pattern Worksheet #68

## Single Consonant before Suffix

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

**SORT** Write each word in the correct column.

biggest      equipment      weakness      convention  
suffering      admitted      batteries      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 \_\_\_\_\_

reouisly \_\_\_\_\_ voengremnt\* \_\_\_\_\_

\*Bonus

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

---

---

# Spelling Pattern Worksheet #69

/j/ “\_dge”

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

**SORT** Write each word in the correct column.

judge      badge      language      magic      ledge      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      \_\_\_\_\_      gfteid      \_\_\_\_\_

dloge      \_\_\_\_\_      ujimsgde\*      \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #70

/j/ “\_ge”

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

**SORT** Write each word in the correct column.

wages      budget      gauge      large      conjunction      gorgeous  
perjury      logic      region      hedge      reject      energy

/j/ “\_ge” Spellings

Other /j/ Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

greu \_\_\_\_\_ eguh \_\_\_\_\_

gamci \_\_\_\_\_ tagnocuosi\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #71

“\_ie”

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

**SORT** Write each word in the correct column.

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

**Long /e/ “\_ie” Spellings**

**Long /i/ “\_ie” Spellings**

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

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_  
\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

esrid            \_\_\_\_\_            sielf            \_\_\_\_\_  
lyied            \_\_\_\_\_            sudsiertni\*            \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_  
\_\_\_\_\_

## Spelling Pattern Worksheet #72

“ei”

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

**SORT** Write each word in the correct column.

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

Long /e/ “\_ei” Spellings

---

---

---

---

---

---

---

Long /a/ “ei” Spellings

---

---

---

---

---

---

---

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

eviecer \_\_\_\_\_ eednrier \_\_\_\_\_

hgeentie \_\_\_\_\_ ecedvire\* \_\_\_\_\_

\*Bonus

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

---

---

## Spelling Pattern Worksheet #73

### Add "s" after Vowel-"o" and "y" to Form Plurals

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

**SORT** Write each word in the correct column.

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

**Vowel-"o" Plural Spellings**

**Vowel-"y" Plural Spellings**

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

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

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_ p. \_\_\_\_\_

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

ptaois \_\_\_\_\_ duaois \_\_\_\_\_

yskenod \_\_\_\_\_ drysourc\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #74

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

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

**SORT** Write each word in the correct column.

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

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

Other “es” Plural Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

**JUMBLE** Write the word with the /x/, /ch/, /sh/, /s/, or /z/ spelling found in each jumbled word.

xosef      \_\_\_\_\_      hsased      \_\_\_\_\_  
sawex      \_\_\_\_\_      waesshrac\*      \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #75

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

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

**SORT** Write each word in the correct column.

tomatoes    berries    superheroes    policies    lassos    saises  
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.

tesiuo \_\_\_\_\_ odes \_\_\_\_\_  
sehos \_\_\_\_\_ viesaacnc\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_  
\_\_\_\_\_

# Spelling Pattern Worksheet #76

## Change “fe” to “ves” to Form Plurals

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

**SORT** Write each word in the correct column.

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

Change “fe” to “ves” Spellings

Other “es” Spellings

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

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

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

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

viles _____	oohves _____
vesseroul _____	wdavrse* _____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #77

## Irregular Plurals

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

**SORT** Write each word in the correct column.

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

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

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

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

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

eerd	_____	xoen	_____
ceim	_____	ppenaceids*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #78

## Silent Vowel Letters

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

**SORT** Write each word in the correct column.

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

**Silent Vowel Letters**

**Other Spellings**

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

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

obmt                  \_\_\_\_\_                  raeb                  \_\_\_\_\_

tuifr                  \_\_\_\_\_                  oppeel\*                  \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #79

## Silent Consonant Letters

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

**SORT** Write each word in the correct column.

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

**Silent Consonant Spellings**

**Other Spellings**

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

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

\_\_\_\_\_ p. \_\_\_\_\_

\_\_\_\_\_ p. \_\_\_\_\_

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

nokt \_\_\_\_\_ lkat \_\_\_\_\_

elosnm \_\_\_\_\_ stnoebmot\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #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 \_\_\_\_\_  
lcsoyle \_\_\_\_\_ tementsta\* \_\_\_\_\_

\*Bonus

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

---

---

# 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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.

\_\_\_\_\_  
\_\_\_\_\_.

# 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.

\_\_\_\_\_

\_\_\_\_\_

## 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.”

---

---

# 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      ducted      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.

\_\_\_\_\_  
\_\_\_\_\_



# 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.

\_\_\_\_\_  
\_\_\_\_\_

# 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.

\_\_\_\_\_  
\_\_\_\_\_

# 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.

\_\_\_\_\_

\_\_\_\_\_

# 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 “al” (almost); *till* also drops the final *l* and is spelled “til” (‘til); *full* also drops the final *l* and is spelled “ful” (helpful).

**SORT** Write each word in the correct column.

corporal	tall	still	stall	until	rightful
full	unusual	overflow	postal	distill	hastily

Drop *l* 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 _____	tffluyra* _____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# 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      rhetorical  
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.

\_\_\_\_\_  
\_\_\_\_\_.

# 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. \_\_\_\_\_

**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.

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #92

*lion/ "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 *lion/ "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 *lion/ "sion"* spelling found in each jumbled word.

sionxelup	_____	ssesnio	_____
sasoinp	_____	nocsoinluv*	_____

\*Bonus

**WRITE** Compose a sentence using three of your own *lion/ "sion"* spelling words.

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #93

*lion/ "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

*lion/ "cian" Spellings*

*Other lion/ Spellings*

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

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

cianiutaeb _____	ticpoain _____
siicahnyp _____	metnaicsoci* _____

\*Bonus

**WRITE** Compose a sentence using three of your own *lion/ "cian"* spelling words.

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #94

*lion/ "tion"*

**FOCUS** The *lion/* 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

*lion/ "tion" Spellings*

*Other lion/ Spellings*

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

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

ctinoa      \_\_\_\_\_      tannio      \_\_\_\_\_  
cutnoia      \_\_\_\_\_      moteionla\*      \_\_\_\_\_

\*Bonus

**WRITE** Compose a sentence using three of your own *lion/ "tion"* spelling words.

\_\_\_\_\_  
\_\_\_\_\_

# 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.

\_\_\_\_\_

\_\_\_\_\_

## 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	gender	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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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/ĕm). 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.

\_\_\_\_\_

\_\_\_\_\_

# 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.

\_\_\_\_\_

\_\_\_\_\_

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

### Jumble #10

slope choke  
bone lonesome

### Spelling Sort #11

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

### Jumble #11

rule tune  
flute altitude

### Spelling Sort #12

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

### Jumble #12

chose advise  
accuse disease

## Spelling Pattern Worksheet Answers

### Spelling Sort #13

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

### Jumble #13

able      oracle  
fiddle      settlement

### Spelling Sort #14

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

### Jumble #14

have      moved  
motive      receive

### Spelling Sort #15

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

### Jumble #15

police      prestige  
latrine      submarine

### Spelling Sort #16

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

### Jumble #16

crush      splash  
flesh      fisherman

### Spelling Sort #17

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

### Jumble #17

branch      crutch  
couch      parchment

### Spelling Sort #18

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

### Jumble #18

with      these  
moths      mathematics

### Spelling Sort #19

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

### Jumble #19

what      when  
whine      meanwhile

### Spelling Sort #20

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

### Jumble #20

graph      phonics  
phony      triumph

### Spelling Sort #21

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

### Jumble #21

taste      nation  
stable      teenager

### Spelling Sort #22

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

### Jumble #22

stay      delay  
gra      straying

### Spelling Sort #23

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

### Jumble #23

braid      trail  
aiming      rainstorm

### Spelling Sort #24

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

### Jumble #24

beige      reign  
eighty      neighbors

## Spelling Pattern Worksheet Answers

### Spelling Sort #25

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

### Jumble #25

beside delight  
review cemented

### Spelling Sort #28

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

### Jumble #28

duty mighty  
lady completely

### Spelling Sort #31

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

### Jumble #31

pirate tricycle  
Bible silent

### Spelling Sort #34

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

### Jumble #34

died tied  
cries untried

### Spelling Sort #26

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

### Jumble #26

beef freely  
seek referee

### Spelling Sort #29

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

### Jumble #29

meat clean  
dreary pleased

### Spelling Sort #32

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

### Jumble #32

sight bright  
higher delightful

### Spelling Sort #35

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

### Jumble #35

ocean also  
lotion obesity

### Spelling Sort #27

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

### Jumble #27

deceit deceiving  
receive receipt

### Spelling Sort #30

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

### Jumble #30

media medium  
lenient trivia

### Spelling Sort #33

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

### Jumble #33

crying cyclone  
justify myself

### Spelling Sort #36

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

### Jumble #36

toes poems  
goes woeful



## Spelling Pattern Worksheet Answers

### Spelling Sort #37

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

### Jumble #37

coast sailboat  
goats topcoat

### Spelling Sort #40

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

### Jumble #40

fewest nephew  
curfew jeweler

### Spelling Sort #43

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

### Jumble #43

true glued  
duels untrue

### Spelling Sort #46

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

### Jumble #46

stood cooking  
hood roofer

### Spelling Sort #38

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

### Jumble #38

grown towing  
stowed bowtie

### Spelling Sort #41

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

### Jumble #41

argue avenue  
value barbecue

### Spelling Sort #44

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

### Jumble #44

runner student  
futon fluency

### Spelling Sort #47

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

### Jumble #47

push pudding  
input rosebush

### Spelling Sort #39

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

### Jumble #39

puny butane  
cubic musician

### Spelling Sort #42

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

### Jumble #42

food spoonful  
boot raccoons

### Spelling Sort #45

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

### Jumble #45

drew corkscrew  
stew newborn

### Spelling Sort #48

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

### Jumble #48

town vowel  
rowdy cowboys

## Spelling Pattern Worksheet Answers

### Spelling Sort #49

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

### Jumble #49

spouse doubt  
ground ourselves

### Spelling Sort #52

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

### Jumble #52

laws drawl  
pawn jawbone

### Spelling Sort #55

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

### Jumble #55

wall baseball  
stall hallway

### Spelling Sort #58

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

### Jumble #58

stir squirm  
thirst chirping

### Spelling Sort #50

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

### Jumble #50

coil moist  
foil avoided

### Spelling Sort #53

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

### Jumble #53

taught auditorium  
caught audience

### Spelling Sort #56

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

### Jumble #56

murder turning  
surf hurler

### Spelling Sort #59

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

### Jumble #59

charm starting  
shark charcoal

### Spelling Sort #51

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

### Jumble #51

joyful employ  
boyish destroying

### Spelling Sort #54

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

### Jumble #54

almost false  
normal immortal

### Spelling Sort #57

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

### Jumble #57

stern sweeter  
herself feathers

### Spelling Sort #60

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

### Jumble #60

forty newborn  
sort borders

## Spelling Pattern Worksheet Answers

### Spelling Sort #61

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

### Jumble #61

catch cucumber  
kennel checkmate

### Spelling Sort #64

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

### Jumble #64

gems general  
giant gymnasium

### Spelling Sort #67

drummer prediction  
stopping unfairness  
permitted entered  
baggage hopeless

### Jumble #67

letting cancelled  
hopping outwitted

### Spelling Sort #70

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

### Jumble #70

urge huge  
magic contagious

### Spelling Sort #62

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

### Jumble #62

cent fancy  
citrus cementing

### Spelling Sort #65

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

### Jumble #65

friendly handy  
monkey hobbyist

### Spelling Sort #68

equipment biggest  
weakness suffering  
convention admitted  
shocking batteries

### Jumble #68

waiting blasted  
seriously government

### Spelling Sort #71

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

### Jumble #71

dries flies  
yield industries

### Spelling Sort #63

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

### Jumble #63

guest gone  
gurgle gasoline

### Spelling Sort #66

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

### Jumble #66

crying reply  
justify underlying

### Spelling Sort #69

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

### Jumble #69

pledge fidget  
lodge misjudge

### Spelling Sort #72

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

### Jumble #72

receive reindeer  
eighteen deceiver

## Spelling Pattern Worksheet Answers

### Spelling Sort #73

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

### Jumble #73

patios audios  
donkeys corduroys

### Spelling Sort #76

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

### Jumble #76

lives hooves  
ourselves dwarves

### Spelling Sort #79

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

### Jumble #79

knot talk  
solemn tombstone

### Spelling Sort #82

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

### Jumble #82

bunch patch  
machine sketching

### Spelling Sort #74

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

### Jumble #74

foxes dashes  
waxes carwashes

### Spelling Sort #77

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

### Jumble #77

deer oxen  
mice appendices

### Spelling Sort #80

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

### Jumble #80

wasting quickly  
closely statement

### Spelling Sort #83

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

### Jumble #83

ranch snatch  
pitch slouched

### Spelling Sort #75

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

### Jumble #75

duties does  
shoes vacancies

### Spelling Sort #78

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

### Jumble #78

tomb bear  
fruit people

### Spelling Sort #81

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

### Jumble #81

surely vetoed  
dyes peaceable

### Spelling Sort #84

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

### Jumble #84

traffic packers  
action quacking

## Spelling Pattern Worksheet Answers

### Spelling Sort #85

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

### Jumble #85

locked      shaking  
monkey     candlestick

### Spelling Sort #88

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

### Jumble #88

buff         dismiss  
teller       handcuff

### Spelling Sort #91

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

### Jumble #91

orchid      chorus  
scheme      mechanic

### Spelling Sort #94

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

### Jumble #94

action      nation  
auction     emotional

### Spelling Sort #86

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

### Jumble #86

tried        laying  
abilities    annoying

### Spelling Sort #89

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

### Jumble #89

normal      painful  
already     artfully

### Spelling Sort #92

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

### Jumble #92

expulsion    session  
passion      convulsion

### Spelling Sort #95

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

### Jumble #95

raffle        apple  
wrinkle      straddle

### Spelling Sort #87

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

### Jumble #87

bullying      dismayed  
jockeying    accompanying

### Spelling Sort #90

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

### Jumble #90

rhythmic     rhyming  
rhinos        rhetoric

### Spelling Sort #93

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

### Jumble #93

beautician    optician  
physician     cosmetician

### Spelling Sort #96

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

### Jumble #96

measles      noodle  
title          eagle

## 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



## Spelling Resources Appendix

---

### Personal Sound Walls

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

### How to Study Spelling Words

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

### Spelling Proofreading Strategies

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

### Supplemental Word Lists

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

- The **Heart Words Assessment** features words with one or more non-phonetic parts.
- The **Academic Words List** provides grade-level Tier 2 generalizable vocabulary words.
- **The 450 Most Frequently Used Words** includes the words most frequently found in basal reading series and student writing.
- **The 100 Most Often Misspelled Words** has been put together over the years from student writing errors in the intermediate elementary grades.
- **The 70 Most Commonly Confused Words** has the most often confused spelling-vocabulary words. Many of these commonly confused words are homophones (words that sound the same, but have two different spellings) e.g., “lead” and “led”, and some are just very similar in their sounds or spellings e.g., “advise” and “advice”.

### Eight Spelling Rules and Songs

The Eight Advanced Spelling Rules provide concise explanations and example words for the most common conventional spelling rules—a useful one-page reference tool for students.

### Spelling Review Games

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

## Personal Sound Walls

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

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

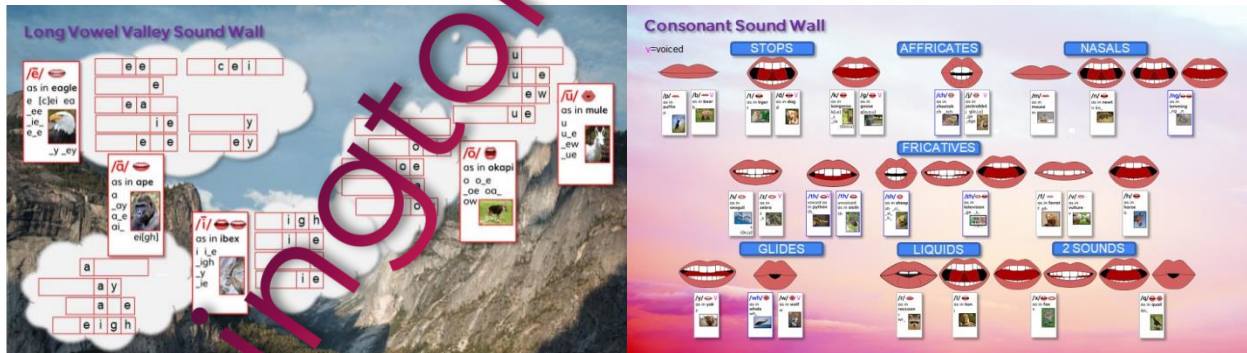
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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

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

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

**Consonants:** [https://www.youtube.com/watch?v=zypqiz\\_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14](https://www.youtube.com/watch?v=zypqiz_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14) 15:30





# Vowel Valley Sound Wall

**Tight Smile**

**Short Schwa**

**Puckered Lips**

**Slightly Opened**

**Long Schwa**

**Fully Opened**

**Vowel Sound Cards:**

- /e/** as in eagle (e [c]ei ea \_ee \_ie\_ e\_e)
- /i/** as in pig (i \_y)
- /ɪ/** as in ape (a \_ay a\_e ai\_ eigh)
- /ə/** as in gecko (e \_ea)
- /ɔ/** as in bodger (a)
- /oi/** as in kai (oi\_ \_oy)
- /ow/** as in cow (\_ow ou\_)
- /i/** as in ibex (i i\_e \_igh \_y \_ie)
- /ɪ/** as in otter (o)
- /aw/** as in hawk (ow ough[t] ou o[ɪ] o[ɪ])
- /u/** as in mule (u u\_e \_ew u\_e)
- /oo/** as in rooster (oo \_ue \_u u\_e \_ew u\_e)
- /oo/** as in woodpecker (oo \_u\_)
- /o/** as in okapi (o o\_e \_oe oo\_ ow)
- /u/** as in buffalo (u)
- /er/** as in emine (er ir ur)
- /or/** as in shark (or)
- /or/** as in orca (or ore)

penningtonpublishing.com

# Short Vowel Valley Sound Wall

**/ɪ/**   
 as in pig  
 i  
 \_y



	i	
	i	
	i	
	y	

**/ɛ/**   
 as in gecko  
 e \_ea



	e	
	e	
	e	a
	e	a

**/ă/**   
 as in badger  
 a




	a	
	a	
	a	
	a	

**/ɒ/**   
 as in otter  
 o



	o	
	o	
	o	
	o	

**/ʊ/**   
 as in buffalo  
 u



	u	
	u	
	u	
	u	

penningtonpublishing.com

# Long Vowel Valley Sound Wall

**/ē/**

as in eagle

e [c]ei ea

\_ee

\_ie\_

e\_e



\_y\_ey

	e	e	
		e	
	e	a	
		i	e
	e		e

	c	e	i	
			y	
		e	y	

**/ā/**

as in ape

a

\_ay

a\_e

ai\_



ei[gh]

**/ī/**

as in ibex

i i\_e

\_igh

\_y\_

\_ie



	i	g	h
	i		e
			y
		i	e

	u	
	u	e
		e w
	u	e

**/ū/**

as in mule

u

u\_e

\_ew

\_ue



**/ō/**

as in okapi

o o\_e

\_oe oa\_

ow



	o	
	o	e
	o	a
	o	w

a	
	a y
	a e
e	i g h

penningtonpublishing.com

# Diphthong Valley Sound Wall

**/oi/**

as in koi  
oi\_ \_oy

	o	i	
	o	i	
		o	y
		o	y

**/ow/**

as in cow  
\_ow  
ou\_

		o	w	
		o	w	
		o	u	
		o	u	

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

**/aw/**

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

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

			o		
			o	o	
			u		
			u		

**/oo/**

as in woodpecker  
oo  
\_u\_

**/oo/**

as in rooster  
oo \_ue \_ui  
u\_e \_ew u  
\_eu

# r-Controlled Vowel Valley Sound Wall

penningtonpublishing.com

**/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		

# Consonant Sound Wall

v=voiced

## STOPS

## AFFRICATES



## NASALS



**/p/**   
as in puffin  
p  


**/b/**   
as in bear  
b  




**/t/**   
as in tiger  
t  


**/d/**   
as in dog  
d  






**/k/**   
as in kangaroo  
k[ɪ]   
\_c  
\_ck  
[ɑ, ɔ, u]



**/g/**   
as in goose  
g[ɑ, ɔ, u]  




**/ch/**   
as in cheetah  
ch\_tch  


**/j/**   
as in jackrabbit  
j[ɛ]   
\_g  
\_dge





**/m/**   
as in mouse  
m  




**/n/**   
as in newt  
n kn\_  






**/ng/**   
as in lemming  
\_ng\_n  


## FRICATIVES



**/s/**   
as in seagull  
  
s  
[f, i, y]



**/z/**   
as in zebra  
z\_s  




**/th/**   
voiced as in python  
th\_  


**/th/**   
unvoiced as in sloth  
th\_  




**/sh/**   
as in sheep  
sh\_ci\_  
\_si\_  
\_ti\_  




**/zh/**   
as in television  
\_ge\_s\_  




**/f/**   
as in ferret  
f\_ph  


**/v/**   
as in vulture  
v\_  






**/h/**   
as in horse  
h\_  


## GLIDES

## LIQUIDS


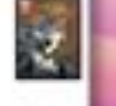
## 2 SOUNDS



**/y/**   
as in yak  
y  





**/wh/**   
as in whale  
wh\_  


**/w/**   
as in wolf  
w  




**/r/**   
as in raccoon  
r  
wr\_  




**/l/**   
as in lion  
l  




**/x/**   
as in fax  
x  




**/q/**   
as in quail  
qu\_  


penningtonpublishing.com

# Consonant Sound Wall Stops


v=voiced



**/p/**   
 as in puffin  
 p  


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


**/t/**   
 as in tiger  
 t  


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


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

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


p	
p	
	p
	p

b	
b	
	b
	b

t	
t	
	t
	t

d	
d	
	d
	d

k	i	
k	e	
	c	k
	c	k

g	a	
g	o	
g	u	
		g
		g

penningtonpublishing.com

# Consonant Sound Wall Affricates

v=voiced



**/ch/** 

as in  
cheetah  
ch \_tch



**/j/**  **v**

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



c h

j

e n

j

c h

j

t c h


j

penningtonpublishing.com




# 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

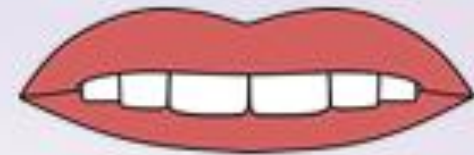


	n	g
	n	g
	n	
	n	

penningtonpublishing.com



# 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	

penningtonpublishing.com

# Consonant Sound Wall Glides




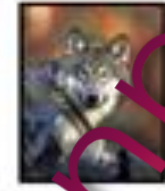
**/y/**  **V**  
 as in yak  
 y  


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	

penningtonpublishing.com

# Consonant Sound Wall Liquids



**/r/**   
as in  
raccoon  
r  
wr\_ 

**/l/**   
as in lion  
l 

r	
r	
r	
r	

l	
l	
	l
	l

penningtonpublishing.com

# Consonant Sound Wall 2 Sounds



/x/    
 as in fox  
 x  


	x
	x
	x

/q/    
 as in quail  
 qu\_  


q	u	
q	u	
q	u	

penningtonpublishing.com

## How to Study Spelling Words

---

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

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

## Spelling Proofreading Strategies

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

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

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

### Practice

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

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

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

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

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

### Practice

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

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

VN

## Spelling Proofreading Strategies

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

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

### Practice

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

### Answers

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

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

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

.....

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

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

The End

.....

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



## Heart Words Spelling Assessment

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

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

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

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

### Administration

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

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

### Grading

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

### Practice

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

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

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

## Heart Words Spelling Assessment

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

## Heart Words Spelling Assessment

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

## Heart Words Spelling Assessment

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

## Heart Words List

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

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

## The 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				

## The 450 Most Frequently Used Words List

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

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

## The 450 Most Frequently Used Words List

---

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



## The 450 Most Frequently Used Words List

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

## The 450 Most Frequently Used Words List

---

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

## The 100 Most Often Misspelled Words List

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

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

## The 70 Most Commonly Confused Words List

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

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

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

### 1. The *i* before “e” Rule

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

### 2. The Final “y” Rule

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

### 3. The Silent “e” Rule

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

### 4. The Double the Consonant Rule

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

### 5. The Ending “an” or “en” Rule

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

### 6. The “able” or “ible” Rule

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

### 7. The Ending “ion” Rule

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

### 8. The Plurals Rule

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

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

---

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

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

That we learned back in school.

*Away we go, away we go!*

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

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

and when you hear long /a/. Hey!

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

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

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

That we learned back in school.

*Away we go, away we go!*

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

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

and when you hear long /a/. Hey!

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

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

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

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

## The Final “y” Spelling Rule

(to the tune of “Hickory Dickory Dock”)

---

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

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

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

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

### The Final “y” Rule and Spelling Song

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

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

## The Final *e* Spelling Rule

---

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

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

Mostly keep the *e*

When the ending is "y-e",

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

### The Final "e" Rule and Spelling Song

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

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



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

---

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

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

### Double the Consonant Rule and Spelling Song

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

<https://www.youtube.com/watch?v=kUpkxRFIvE8>

## The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

---

If you see, “e-a-r”,  
or there is a “u-r-e”,  
In the root, or if you  
hear hard *c* or *g*,

*This old man, he played one,  
he played nick-nack on my thumb  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ant”, “ance”, or “ancy”.

*This old man came rolling home.*

If you see, “id” like “fid”,  
or there is an “e-r-e”  
In the root, or if you  
hear soft *c* or *g*,

*This old man, he played two,  
he played nick-nack on my shoe  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ent”, “ence”, or “ency”.

*This old man came rolling home.*

## The Ending “an” or “en” Rule and Spelling Song

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

<https://www.youtube.com/watch?v=bAU-HCk579k>

## The “able” or “ible” Spelling Rule (to the tune of “John Jacob Jingleheimer Schmidt”)

---

Base words add “able” to the end,

*John Jacob Jingleheimer Schmidt,*

As do word parts,

*That’s my name, too.*

That end in silent e

*Whenever we go out,*

Or with hard c or g

*The people always shout,*

But for all others add “i-b-l-e”.

*Saying, “John Jacob Jingleheimer Schmidt.”*

### The “able” or “ible” Rule and Spelling Song

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

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

## The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

---

If the /*shun*/ sound you do hear *Twinkle, twinkle little star,*  
And it follows / or s. *How I wonder what you are.*  
Or if you, hear a /*zyun*/  
For both spell “s-i-o-n”. *Up above the world so high,*  
*Like a diamond in the sky.*  
Both these rules serve you well, *Twinkle, twinkle little star,*  
Learning all the ways to spell. *How I wonder what you are.*

When a person you describe, *Twinkle, twinkle little star,*  
You should spell “c-i-a-n.” *How I wonder what you are.*  
In most every other case, *Up above the world so high,*  
Simply spell “t-i-o-n”. *Like a diamond in the sky.*  
Both these rules serve you well, *Twinkle, twinkle little star,*  
Learning all the ways to spell. *How I wonder what you are.*

### The Ending “ion” Rule and Spelling Song

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

<https://www.youtube.com/watch?v=Q4wODwQZLRY>

# The Plurals Spelling Rule

(to the tune of "Mary Had a Little Lamb")

---

If there is a vowel before  
The letters *o* or *y*,  
"Add an *s* onto the end  
And to most nouns," said I.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
Its fleece was white as snow.*

If there is a consonant  
Before an *o* or *y*,  
Add "e-s" onto the end  
But change the *y* to *i*.

*And everywhere that Mary went,  
Mary went, Mary went.  
Everywhere that Mary went  
The lamb was sure to go.*

Add "e-s" onto an *x*,  
to /ch/, /sh/, /s/, or *z*.  
Also add onto an *f*,  
but change the *f* to *v*.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
And that is all I know.*

## The Plurals Rule and Spelling Song

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

<https://www.youtube.com/watch?v=cYxzac1eQmk>

## Spelling Review Games

### Spelling Baseball

The teacher creates spelling list flashcards and labels each spelling word according to difficulty, from easy to hard, as a single, double, triple, or home run on the back of each card. Hint: Have many more singles cards than the others.

Divide your students into two teams and establish four bases.

When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the spelling word and the batter must correctly spell the word within ten seconds or the batter is out.

Three outs per each team per inning. Select a student to serve as scorekeeper.

### Knock-out Spelling

Have all students stand and quiz each student with a spelling word. If the student gets it right within five seconds, the student remains standing; if not, the student sits. Last one standing wins.

### Word Making

Divide your students into small groups. Write out the unscrambled word on the board.

Give a three minute time limit for students to write down as many words as they can find within the word. Students take turns sharing their list, spelling each out loud.

One point is awarded for each correctly spelled word; two points for a word that no one else in the group finds; ten points for the whole unscrambled word. Students total their points to see who is the winner.

For example, the word jumble, an anagram, has many words such as the following:

ape ten tap yet nap man pay pat many mane meant tape

## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Short Vowel Sounds

“a\_” /ă/

“e\_” /ĕ/

“ea\_” /ĕ/

“i\_” /ĭ/

“o\_” /ŏ/

“ou\_” /ŏ/

“u\_” /ŭ/

“ou\_” /ŭ/

cranberry  
stretched  
threading  
glittering  
blockers  
coughing  
rustproof  
touchdown

rynbrearc  
hceedrst  
dganihetr  
tlitgrger  
cblkesro  
uctogin  
corpitsur  
cdhwnoout

#### Long a Sound

“a”

“a\_e”

“ai\_”

“\_ay”

“ei”

stabled  
carefully  
straining  
betrayal  
freighter

dletbas  
ylulflarc  
ginianrts  
tylaaebr  
hefrigret

#### Long e Sound

“[c]ei”

“\_ee”

“ea”

“\_y”

“i\_e”

“[c]ei”

believed  
meeting  
teacher  
leisurely  
tambourne  
ceiling

vdeielb  
mtsgniee  
srehcaet  
ylurelies  
neuriboamt  
ginclie

#### Long i Sound

“i”

“i\_e”

“\_igh”

“\_y”

“\_ie”

tricycles  
provided  
frightened  
beautify  
untied

ylcceirts  
dideprvo  
tndeehgirf  
fyiauetb  
teundi

## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Long *o* Sound

“o”

“o\_e”

“\_oe”

“oa\_”

“ow”

coconut

hopeful

mistletoe

groaned

ownership

uconotc

plefuoh

stelimeot

anodegr

phisernow

#### Long *u* Sound

“u”

“u\_e”

“\_ew”

“\_ue”

musical

usefulness

curfew

fueling

usualim

uefesslnsu

furcwe

inufegl

#### Consonant-Final *e*

“a\_e”

“e\_e”

“i\_e”

“o\_e”

/ū/ “u\_e”

/oo/ “u\_e”

as in *rooster*

milkshake

completed

submarine

lonesome

muleskinner

parachute

klsimkeah

ldeemocpt

rabsunnei

oelsmeon

nknresieuml

etuahrpca

#### *aw* Sound

“aw”

“au”

“al”

“all”

awesome

auditorium

almost

smallest

ewaosme

tduaoiumir

malsto

lamsselt

#### *oo* as in *rooster* Sound

“oo”

“u”

“u\_e”

“\_ew”

“\_ue”

toothache

cruising

attitude

unscrewed

barbecued

eoatthch

rciuisgn

tttiadeu

dweenuscr

ecduberab



## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### *oo* as in *woodpecker* Sound

“oo”

“\_u\_”

understood

sugarless

ouorsdtde

ragulsse

#### *oi* Sound

“oi\_”

“\_oy”

poisonous

enjoyment

opensiuos

namtnojey

#### *ow* Sound

“\_ow”

“ou\_”

downtown

throughout

wnownotd

tughorutoh

### Consonant Digraphs

“wh\_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wldrinhw

othaohect

ohpahprogt

hdnosicue

eapnmehicz

### *r*-controlled Vowels

#### *ur* Sound

“er”

“ir”

“ur”

partnership

birthday

urgency

ntphrapresi

hdyabitr

nygceur

#### *ar* Sound

“ar”

calendar

leacnrda

#### *or* Sound

“or”

thunderstorm

rmostdrenuht

## Word Making

### Sound-Spellings

#### y Sound

Hard /y/  
 “\_y” /ē/  
 “\_ly” /ē/  
 “\_y” /ī/  
 Silent /y/

### Unscrambled Words

yesterday  
 everything  
 carefully  
 terrify  
 playground

### Word Jumbles

ydretesya  
 yreevhntg  
 lyulaefcr  
 iryfeet  
 uoan dgylpr

### Non-phonetic Words

thorough  
 Wednesday  
 against  
 thought  
 beautiful

hghoorut  
 dewsnayd  
 gantias  
 hoghutt  
 euatbfilu

### Consonant Doubling

committee  
 disappoint  
 beginning  
 Mississippi

mocmetei  
 aioitnpsdp  
 nnnngiibge  
 ppssssiim

### /j/ Sound

“\_dge”  
 “\_ge”  
 “\_j\_”  
 “ge\_”  
 “gi\_”  
 “gy”

badges  
 bandage  
 jackrabbit  
 generally  
 gigantic  
 tragedy

gsadeb  
 egndaba  
 abtibkacjr  
 leryaleng  
 tnciagig  
 gretayd

### i before e

“ie”  
 “ei”  
 “ei” with /ā/

earpiece  
 receiving  
 neighbors

ceiprae  
 vgineicer  
 osbhrieng

## Word Making

### Sound-Spellings

#### Hard /c/ and Soft /c/

“ca”  
“co”  
“cu”  
“ce”  
“ci”  
“cy”

### Unscrambled Words

catastrophe  
cooperate  
currently  
recently  
cinnamon  
bicycles

### Word Jumbles

rsatacohep  
epeartoc  
tnylrurce  
eecnlyn  
mneanic  
cdvseib

#### Hard /g/ and Soft /g/

“ga”  
“go”  
“gu”  
“ge”  
“gi”  
“gy”

gasoline  
government  
guarantee  
gesturing  
gigantic  
astrology

sagonlei  
ovgnremtne  
aranugtne  
egtsrunig  
gginteai  
arsotlgyo

#### “s” and “es” Plurals

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

stereos  
attorneys  
batboys  
bookcases

treesos  
rtatoysen  
tbsyoab  
seskcaoob

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

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

mailboxes  
branches  
eyelashes  
surprises  
midwives

lxmiaesob  
bcrhsane  
hssealyee  
rsspueirs  
viwedsim

#### Irregular Plurals

children  
armadillos  
beliefs  
people

dlinchec  
losaaidlmr  
eleifbs  
lppeeo

## Word Making

### Sound-Spellings

#### Contractions

haven't  
they're  
could've

### Word Jumbles

tenavh'  
y'heret  
evlu'dco

#### Silent Letters

plumbing  
knowledge  
scientific  
cornstalk  
leagues

lnhbpugn  
ewgodnkl  
ciifetnisc  
restoakln  
glseeua

#### Homonyms

(two words together)

breakbrake  
thronethrown  
piecepeace  
theirthere

bbrkrkeaae  
wtrhonrtheon  
ppieceeacec  
rirttheee

#### 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  
rtvnieon