

# DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING  
PATTERN TESTS  
SPELLING SORTS  
DIAGNOSTIC  
ASSESSMENT  
REMEDIAL  
SPELLING  
WORKSHEETS



GRADE 8



Visual Watermark



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**Differentiated  
Spelling  
Instruction**  
*the Canadian*  
**English Version**  
**Grade 8**

**Mark Pennington**

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



**Visual Watermark**

Congratulations on your purchase of *Differentiated Spelling Instruction the Canadian English Version Grade 8*.

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## Introduction, Overview, and Weekly Instructional Plan

*Differentiated Spelling Instruction (the Canadian English Version) Grade 8* provides teachers with comprehensive program resources to teach both grade-level spelling patterns and previous grade-level spelling patterns which students have not yet mastered. With this program, Canadian teachers can truly differentiate instruction for all students with maximum instruction and practice, using minimal class time.

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

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

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

*Differentiated Spelling Instruction (the Canadian English Version) Grade 8* features 29 weekly grade-level spelling word lists and tests based upon instructional spelling patterns. Each spelling pattern has a corresponding spelling sort. Quarterly summative assessments with progress monitoring matrices help teachers monitor individual and class mastery of the grade-level spelling patterns.

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

## Overview

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

## Individualized Instruction

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

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

## Whole Class Grade Level Instruction

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

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

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

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

**Summative:** Students take four quarterly summative spelling assessments.

## Extended Learning

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

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

## Weekly Spelling Instructional Plan:

**Maximum instruction and practice, using minimal class time.**

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



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

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

## Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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





## Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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



## Differentiated Spelling Instruction (Canadian English Version) Instructional Sequence

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

**Boldface denotes introductory level**

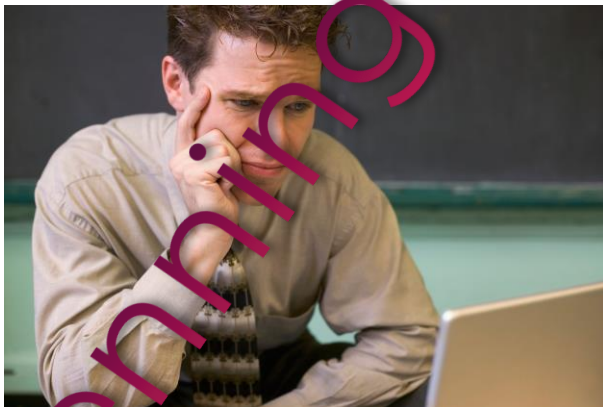
**Blue font indicates American English derivations from Canadian English**



## Teacher Pages

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



## Spelling Patterns Test #1

---

1. mortar
2. endeavour
3. guitar
4. elixir
5. centimetre
6. urgency
7. puree
8. linear
9. souvenir
10. theatres
11. disfigured
12. vapour
13. demeanour
14. calibre
15. saviour
16. pillar
17. circumstance
18. carburetor
19. microfibre
20. expiration

## Lesson #1 Answers *r*-controlled “ar,” “ir,” “ur,” “re,” and “our”

### Spelling Rule

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

#### SPELLING WORDS

1. mortar
2. endeavour
3. guitar
4. elixir
5. centimetre
6. urgency
7. puree
8. linear
9. souvenir
10. theatres
11. disfigured
12. vapour
13. demeanour
14. calibre
15. saviour
16. pillar
17. circumstance
18. carburetor
19. microfibre
20. expiration

ar

mortar  
guitar  
linear  
pillar

ur

urgency  
puree  
disfigured  
carburetor

our

endeavour  
vapour  
demeanour  
saviour

ir

elixir  
souvenir  
circumstance  
expiration

re

centimetre  
theatres  
calibre  
microfibre



## Spelling Patterns Test #2

---

1. luggage
2. céntered
3. compassion
4. amendment
5. traveller
6. benefitted
7. converted
8. unstitched
9. totalled
10. forgetfulness
11. uncommonly
12. strummer
13. counsellor
14. disabling
15. scáloped
16. conflicting
17. cóvered
18. marvelled
19. támpered
20. permitted



## Lesson #2 Answers

## Consonant Doubling

### Spelling Rule

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

An exception is that a double “ll” spelling may follow an unaccented syllable.

### SPELLING WORDS

1. luggage
2. céntered
3. compassion
4. amendment
5. traveller
6. benefitted
7. converted
8. unstitched
9. totalled
10. forgetfulness
11. uncommonly
12. strummer
13. counsellor
14. disabling
15. scáloped
16. conflicting
17. cóvered
18. marvelled
19. támpered
20. permitted

#### Double the Consonant

luggage  
benefitted  
strummer  
benefitted

#### Suffix Begins with Consonant

compassion  
amendment  
forgetfulness  
uncommonly

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

céntered  
scáloped  
támpered  
cóvered

#### No Vowel-Consonant at End of Base

converted  
unstitched  
disabling  
conflicting

#### “ll” Doubling Exceptions

traveller  
totalled  
counsellor  
marvelled

### SPELLING TIPS

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

## Spelling Patterns Test #3

---

1. imper**ce**ivable
2. re**in**deer
3. retrie**ve**able
4. ineff**ic**ient
5. polic**ies**
6. precon**ce**ive
7. fe**ign**ed
8. relie**ve**d
9. se**ism**ograph
10. concert**me**ister
11. rece**iv**ership
12. counter**we**ight
13. conce**it**edness
14. le**is**urely
15. brief**case**
16. he**in**ous
17. achie**ve**ment
18. surve**ill**ance
19. dece**it**fulness
20. suffici**ien**cy



## 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. imperceivable
2. reindeer
3. retrievable
4. inefficient
5. policies
6. preconceive
7. feigned
8. relieved
9. seismograph
10. concertmeister
11. receivership
12. counterweight
13. conceitedness
14. leisurely
15. briefcase
16. heinous
17. achievement
18. surveillance
19. deceitfulness
20. sufficiency

#### ie (but not after c)

retrievable  
retrieve  
debrief  
previewing  
grievous

#### ei sounding like /a/

reindeer  
feigned  
counterweight  
heinous  
surveillance

#### cei

imperceivable  
preconceive  
receivership  
conceitedness  
deceitfulness

#### Exceptions

inefficient  
policies  
seismograph  
leisurely  
sufficiency

## Spelling Patterns Test #4

---

1. modules
2. surveys
3. defrays
4. polishes
5. presidios
6. climaxes
7. excesses
8. archipelagoes
9. pistachios
10. dispatches
11. replenishes
12. bookshelves
13. cockroaches
14. yourselves
15. surtaxes
16. absolutisms
17. surpasses
18. psychoanalyzes
19. romanticizes
20. backhoes





## Lesson #4 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. modules
2. surveys
3. defrays
4. polishes
5. presidios
6. climaxes
7. excesses
8. archipelagoes
9. pistachios
10. dispatches
11. replenishes
12. bookshelves
13. cockroaches
14. yourselves
15. surtaxes
16. absolutisms
17. surpasses
18. psychoanalyzes
19. romanticizes
20. backhoes

**Add an s**  
**(Base doesn't end in**  
**o or y)**

modules  
absolutisms

**Base Ending in**  
**Vowel before y**

surveys  
defrays

**Base Ending in /x/**

climaxes  
surtaxes

**Base Ending in /sh/**

polishes  
astonishes

**Base Ending in /s/**

surpasses  
excesses

**Base Ending in**  
**Vowel before o**

presidios  
pistachios

**Base Ending in**  
**Consonant before o**

backhoes  
archipelagoes

**Base Ending in /ch/**

cockroaches  
dispatches

**Base Ending in /f/**

yourselves  
bookshelves

**Base Ending in /z/**

psychoanalyzes  
romanticizes

## Spelling Patterns Test #5

---

1. arrival
2. weariness
3. frayed
4. beautiful
5. appliance
6. pronounceable
7. dyeing
8. keyed
9. denying
10. requirement
11. tiptoeing
12. terrifying
13. memories
14. annoyed
15. salvageable
16. agreeable
17. outrageous
18. sedately
19. judging
20. unsteady



## Lesson #5 Answers

## Drop or Keep the Final e

### Spelling Rule

When adding 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, for example *wisely* 2. The base ends in soft *c* or *g* followed by the “able” suffix, for example *noticeable* and *changeable* 3. The base ends in soft *c* or *g* followed by the “ous” suffix, for example *courageous* 4. The base ends in “ee” as in *seeing* 5. The base ends in “oe” as in *canoeing* 6. The base ends in “ye” as in *eyeing*.

When adding 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. arrival
2. weariness
3. frayed
4. beautiful
5. appliance
6. pronounceable
7. dyeing
8. keyed
9. denying
10. requirement
11. tiptoeing
12. terrifying
13. memories
14. annoyed
15. salvageable
16. agreeable
17. outrageous
18. sedately
19. judging
20. unsteady

#### Drop e When Suffix Begins with a Vowel

arrival  
judging

#### Keep e After Soft c or g When Before able or ous

pronounceable  
salvageable  
outrageous

#### Keep the y When it Follows a Vowel

frayed  
keyed  
annoyed

#### Change the y to i

weariness  
beautiful

#### Keep e When Suffix Begins with a Consonant

sedately  
requirement

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

agreeable  
tiptoeing  
dyeing

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

terrifying  
denying  
unsteady

appliance  
memories

## Spelling Patterns Test #6

---

1. delusion
2. visionary
3. diagnostician
4. conventionality
5. conversion
6. expulsion
7. physician
8. intrusion
9. technician
10. impression
11. sensationalism
12. mortician
13. destination
14. prohibition
15. collusion
16. profession
17. tactician
18. subscription
19. inversion
20. transmission



## Lesson #6 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. delusion
2. visionary
3. diagnostician
4. conventionality
5. conversion
6. expulsion
7. physician
8. intrusion
9. technician
10. impression
11. sensationalism
12. mortician
13. destination
14. prohibition
15. collusion
16. profession
17. tactician
18. subscription
19. inversion
20. transmission

#### /shun/ after /or s

delusion  
expulsion  
impression  
profession  
transmission

#### /zyun/

visionary  
intrusion  
collusion  
conversion  
inversion

#### Person

diagnostician  
physician  
technician  
mortician  
tactician

#### Other /ion/ Spelling

conventionality  
sensationalism  
destination  
prohibition  
subscription



## Spelling Patterns Test #7

---

1. un**att**ainable
2. in**valu**able
3. applic**abl**e
4. im**plaus**ible
5. admir**abl**e
6. inf**lex**ible
7. **profit**able
8. **obtain**able
9. percept**ibl**e
10. incompar**abl**e
11. **employ**able
12. intellig**ibl**e
13. **fashion**able
14. produc**ibl**e
15. desp**ic**able
16. navig**abl**e
17. imposs**ibl**e
18. reput**abl**e
19. dispos**abl**e
20. inde**stru**ctible



## Lesson #7 Answers

## “able” and “ible”

### Spelling Rule

Spell “able” as a suffix if the base before the suffix has a hard *c* or *g* sound as in *cabable* or *gabable*. Also spell “able” after a base word, including those ending in a silent *e* as in *teachable* and *likeable*.

Spell “ible” as a suffix if the base before the suffix has a soft *c* or *g* sound as in *medicable* or *eligible*. Also spell “ible” after a bound base as in *visible*. Also spell “ible” after a base ending in “ss” as in *permissible*.

### SPELLING WORDS

1. unattainable
2. invaluable
3. applicable
4. implausible
5. admirable
6. inflexible
7. profitable
8. obtainable
9. perceptible
10. incomparable
11. employable
12. intelligible
13. fashionable
14. producible
15. despicable
16. navigable
17. impossible
18. reputable
19. disposable
20. indestructible

#### Base Words

(Without Silent Final *e*)

unattainable  
profitable  
obtainable  
employable  
fashionable

Follows Hard *c* or *g*

applicable  
despicable  
navigable

Follows Bound Bases Not Ending in Soft *c*, *g*, or “ss”

implausible  
perceptible

Base Words with  
Silent Final *e*

invaluable  
admirable  
incomparable  
reputable  
disposable

Follows Soft *c*, *g*, or “ss”

intelligible  
producible  
impossible

inflexible  
indestructible

## Spelling Patterns Test #8

---

1. **resplendent**
2. **coincidence**
3. **reverent**
4. **assistance**
5. **performance**
6. **determinant**
7. **expectant**
8. **impermanence**
9. **coherency**
10. **continuance**
11. **endurance**
12. **residency**
13. **belligerent**
14. **insignificance**
15. **consultant**
16. **magnificent**
17. **assurance**
18. **disappearance**
19. **extravagancy**
20. **forbearance**



## Lesson #8 Answers

## “a(e)nt,” “a(e)nce,” “a(e)ncy”

### 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*.

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. **resplendent**
2. **coincidence**
3. **reverent**
4. **assistance**
5. **performance**
6. **determinant**
7. **expectant**
8. **impermanence**
9. **coherency**
10. **continuance**
11. **endurance**
12. **residency**
13. **belligerent**
14. **insignificance**
15. **consultant**
16. **magnificent**
17. **assurance**
18. **disappearance**
19. **extravagancy**
20. **forbearance**

#### Follows Base Words

**assistance**

**performance**

**consultant**

#### Follows Hard *c* or *g*

**insignificance**

**extravagancy**

#### Follows Bound Bases

**resplendent**

**determinant**

**impermanence**

#### Follows “ere”

**reverent**

**coherency**

#### Can Add “ation” to Base

**expectant**

**continuance**

#### Follows “ear”

**disappearance**

**forbearance**

#### Follows “ure”

**endurance**

**assurance**

#### Follows Soft *c* or *g*

**belligerent**

**magnificent**

#### Follows “id”

**coincidence**

**residency**

# Spelling Patterns Lessons 1–8 Summative Assessment

## Preparation

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

## Administration

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

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 1–8. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 1 is *honourable* *honourable* I earned an honourable discharge from the army. *honourable*”

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

## Correction

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

## Helpful Hints

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



## Spelling Patterns Lessons 1–8 Summative Assessment

1. honourable	I have an honourable discharge from the army.	honourable	<b>r-Controlled Vowels</b>
2. massacre	The massacre of the group was terrifying.	massacre	<b>Consonant Doubling</b>
3. commitment	We shared complete commitment to the task.	commitment	
4. permitted	They permitted our conditional entry.	permitted	
5. achieve	I'm sure you will achieve success.	achieve	
6. neighborly	May I offer you some neighborly advice?	neighborly	<b>i before e</b>
7. misconceived	The plan was misconceived from the start.	misconceived	
8. Spell the plural of <i>video</i>	<i>video</i>	<i>video</i>	
9. Spell the plural of <i>survey</i>	<i>survey</i>	<i>survey</i>	
10. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potatoes</i>	
11. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoeboxes</i>	
12. Spell the plural of <i>couch</i>	<i>couch</i>	<i>couches</i>	
13. Spell the plural of <i>crash</i>	<i>crash</i>	<i>crashes</i>	
14. Spell the plural of <i>caress</i>	<i>caress</i>	<i>caresses</i>	
15. Spell the plural of <i>buzz</i>	<i>buzz</i>	<i>buzzes</i>	
16. Spell the plural of <i>half</i>	<i>half</i>	<i>halves</i>	<b>Plurals</b>
17. ignorant	No one should remain ignorant of the facts.	ignorant	
18. careless	A careless word can be devastating.	careless	
19. replaceable	Every important thing is replaceable.	replaceable	
20. changeable	Their attitudes were changeable day to day.	changeable	
21. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
22. advantageous	His decision to move proved advantageous.	advantageous	
23. unforeseeable	The unforeseeable accident ruined her date.	unforeseeable	
24. snowshoeing	They enjoyed snowshoeing around the lake.	snowshoeing	<b>Drop/Keep Final e</b>
25. tie dyeing	Mom used old tee-shirts for the tie dyeing.	tie dyeing	
26. blueberries	The blueberries were not quite ripe.	blueberries	
27. employment	Her future employment was in doubt.	employment	<b>Change/Keep y</b>
28. classifying	I spent hours classifying the plants.	classifying	
29. compulsion	We are under no compulsion to agree.	compulsion	
30. visionary	Her architectural design was quite visionary.	visionary	
31. transfusion	I needed a blood transfusion during surgery.	transfusion	
32. musician	That musician is very talented.	musician	
33. motionless	She remained motionless after her fall.	motionless	<b>/ion/</b>
34. approachable	The celebrity was surprisingly approachable.	approachable	
35. changeable	The island's weather was quite changeable.	changeable	
36. applicable	Please complete the applicable sections.	applicable	<b>“able”</b>
37. tangible	Their boss demanded tangible evidence.	tangible	
38. incredible	If true, the results were incredible.	incredible	<b>“ible”</b>
39. consultancy	His consultancy was invaluable.	consultancy	
40. occupant	The occupant never paid his rent.	occupant	
41. elegance	The White House was a picture of elegance.	elegance	
42. clearance	I wonder if the towels are on clearance.	clearance	<b>“ant,” “ance,”</b>
43. assurance	Do I have your complete assurance on this?	assurance	<b>“ancy”</b>
44. consistently	The team consistently lost close games.	consistently	
45. conscience	I suggest you follow your conscience.	conscience	
46. belligerency	His constant belligerency was tiring.	belligerency	<b>“ent,” “ence,”</b>
47. coincidentally	They coincidentally entered at the same time.	coincidentally	<b>“ency”</b>

## Spelling Patterns Test #9

---

1. extinguisher
2. characterize
3. journalistic
4. contractor
5. rectangular
6. analyze
7. counterfeiter
8. standardize
9. microscopic
10. astronomical
11. identical
12. enthusiastic
13. historical
14. internalize
15. pressurize
16. paralyze
17. columnar
18. revolutionize
19. executioner
20. conductor



## Lesson #9 Answers

## Commonly Confused Suffixes

### Spelling Focus

The spellings of some suffixes can be confusing when they spell the same sounds, share the same definition, and no spelling rule governs how they are spelled. However, writers can make logical guesses based upon statistical probabilities. Of course, once an educated guess is made, spell check, auto-correction, and online dictionaries must be consulted to ensure accuracy.

Following are sets of confusing suffixes, listed in order of frequency.

er, or, ar

ize (American) or ise (British, Australian), yze

ic, ical

one who, of or relating to (noun)

to cause, make, or change (verb)

relating to (adjective)

### SPELLING WORDS

1. extinguish
2. character
3. journalist
4. contract
5. rectangle
6. analysis
7. counterfeit
8. standard
9. microscope
10. astronomy
11. identical
12. enthusiasm
13. history
14. internal
15. pressure
16. paralysis
17. column
18. revolution
19. execution
20. conduct

### **\_er, \_or, \_ar**

extinguisher  
contractor  
rectangular  
counterfeiter  
columnar  
executioner  
conductor

### **\_ize (\_ise), \_yze**

characterize  
analyze  
standardize  
internalize  
pressurize  
paralyze  
revolutionize

### **\_ic, \_ical**

journalistic  
microscopic  
astronomical  
identical  
enthusiastic  
historical

## Spelling Patterns Test #10

---

1. integrate
2. university
3. maximum
4. financial
5. specific
6. obvious
7. circumstance
8. memorize
9. balloons
10. foreign
11. decent
12. continue
13. commune
14. responsible
15. distribution
16. capitalize
17. system
18. pleasurable
19. calendar
20. actually



## Lesson #10 Answers

## Long Schwa

### Spelling Focus

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

#### SPELLING WORDS

1. integrate
2. university
3. maximum
4. financial
5. specific
6. obvious
7. circumstance
8. memorize
9. balloons
10. foreign
11. decent
12. continue
13. commune
14. responsible
15. distribution
16. capitalize
17. system
18. pleasurable
19. calendar
20. actually

**a\_**

financial

balloons

capitalize

pleasurable

calendar

**i\_**

university

maximum

responsible

distribution

**u\_**

circumstance

actually

integrate

specific

foreign

decent

system

**o\_**

obvious

memorize

continue

commune



## Spelling Patterns Test #11

---

1. important
2. achievement
3. administration
4. amphibian
5. different
6. oxygen
7. mutant
8. intricate
9. présent
10. season
11. anonymous
12. admissible
13. vinyl
14. dandruff
15. question
16. director
17. extraneous
18. security
19. premium
20. mysterious



## Lesson #11 Answers

## Short Schwa

### Spelling Focus

The schwa is the most common vowel sound in the English language. The schwa is appears in unaccented syllables and can have a short /uh/ sound (í/tēm). In some words the short schwa sounds more like a short /i/ sound (pén/cíl). Each of the common vowels (a, e, i, o, u, and y) can make the “schwa” sound.

#### SPELLING WORDS

1. important
2. achievement
3. administration
4. amphibian
5. different
6. oxygen
7. mutant
8. intricate
9. présent
10. season
11. anonymous
12. admissible
13. vinyl
14. dandruff
15. question
16. director
17. extraneous
18. security
19. premium
20. mysterious

**a**

important  
amphibian  
mutant  
intricate

**e**

achievement  
different  
oxygen  
présent

**i**

administration  
admissible  
question  
security

**o**

season  
director  
extraneous  
mysterious

**u**

premium  
dandruff

**y**

anonymous  
vinyl

## Spelling Patterns Test #12

---

1. coup **d'** état
2. nom **de** plume
3. critique
4. bouquet
5. plateau
6. connoisseur
7. joie **de** vivre
8. nouveau riche
9. amateur
10. hors **d'**oeuvre
11. pasteurize
12. boutique
13. bureaucrat
14. silhouette
15. sauté
16. soufflé
17. cul-**de**-sac
18. gazette
19. statuette
20. flambé



## Lesson #12 Answers

## French Spellings and Expressions

### Spelling Focus

These common French words and expressions are used quite often in English academic writing. Knowing their appropriate meanings and spelling each correctly are important.

#### SPELLING WORDS

1. coup **d'** état
2. nom **de** plume
3. critique
4. bouquet
5. plateau
6. connoisseur
7. joie **de** vivre
8. nouve**au** riche
9. amateur
10. hors **d'**oeuvre
11. pasteurize
12. boutique
13. bureaucrat
14. silhouette
15. sauté
16. soufflé
17. cul-**de**-sac
18. gazette
19. statuette
20. flambé

**eur**

connoisseur  
amateur  
pasteurize

**que**

critique  
bouquet  
boutique

**ette**

silhouette  
gazette  
statuette

**é**

sauté  
soufflé  
flambé

**de, d'**

coup **d'** état  
nom **de** plume  
joie **de** vivre  
hors **d'**oeuvre  
cul-**de**-sac

**eau**

plateau  
nouve**au** riche  
bureaucrat

## Spelling Patterns Test #13

---

1. behaviour
2. signalling
3. catalyse
4. defencible
5. neighbour
6. anaesthesia
7. pretence
8. quarrelling
9. apologise
10. demeanour
11. civilise
12. travelling
13. paediatrician
14. anaemia
15. fuelled
16. licences
17. organisation
18. primaeval
19. endeavour
20. offences





## Lesson #13 Answers

## British Spellings

### Spelling Focus

British English differs from American English spellings in a number of ways. Some English spellings have options, especially with double consonants and the *s* or *z*.

#### SPELLING WORDS

1. behaviour
2. signalling
3. catalyse
4. defensible
5. neighbour
6. anaesthesia
7. pretence
8. quarrelling
9. apologise
10. demeanour
11. civilise
12. travelling
13. paediatrician
14. anaemia
15. fuelled
16. licences
17. organisation
18. primaeval
19. endeavour
20. offences

**Doubles the / Consonant** Uses "our," Not "or"  
**When Accent on First Syllable**

signalling behaviour  
quarrelling neighbour  
travelling demeanour  
fuelled endeavour

**Uses c, Not s**

defensible  
pretence  
licences  
offences

**Keeps a before e**

anaesthesia  
paediatrician  
anaemia  
primaeval

**Uses s or z**  
**American English Uses z Only**

catalyse  
apologise  
civilise  
organisation

#### SPELLING TIPS

**Why so many long vowel spellings?**

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

## Spelling Patterns Test #14

---

1. buzzard
2. shepherd
3. veteran
4. predominant
5. abnormal
6. beggar
7. blizzard
8. dynamo
9. pagan
10. quarreling
11. dismal
12. innocence
13. bachelor
14. magnificent
15. impediment
16. strengthen
17. implement
18. irritant
19. vulgar
20. enemy



## Lesson #14 Answers

## *a* and *e* Banal

### Spelling Focus

The schwa sound appears in an unaccented syllable and is usually a soft /uh/ or short /ĩ/ sound. Both the *a* and *e* spellings may represent a special schwa sound in English known as the *banal* sound. The banal schwa sound is softened by the letter sound before or after the *a* and *e* spelling and is often almost completely silent.

#### SPELLING WORDS

1. buzzard
2. shepherd
3. veteran
4. predominant
5. abnormal
6. beggar
7. blizzard
8. dynamo
9. pagan
10. quarreling
11. dismal
12. innocence
13. bachelor
14. magnificent
15. impediment
16. strengthen
17. implement
18. irritant
19. vulgar
20. enemy

#### *a* Banal

buzzard  
veteran  
predominant  
abnormal  
beggar  
blizzard  
dynamo  
pagan  
dismal  
irritant  
vulgar

#### *e* Banal

shepherd  
quarreling  
innocence  
bachelor  
magnificent  
impediment  
strengthen  
implement  
enemy

## Spelling Patterns Test #15

---

1. in memoriam
2. ipso facto
3. per annum
4. persona non grata
5. in loco parentis
6. non sequitur
7. ad hoc
8. ad lib
9. alter ego
10. ergo
11. etcetera
12. mea culpa
13. per capita
14. verbatim
15. vice versa
16. a posteriori
17. anno domini
18. ante bellum
19. caveat emptor
20. curriculum vitae



## Lesson #15 Answers

## Latin Expressions

### Spelling Focus

These common Latin phrases are used quite often in English academic writing. Knowing their appropriate meanings and spelling each correctly are important. Because these are common phrases, no italics are necessary.

#### SPELLING WORDS

1. in memoriam
2. ipso facto
3. per annum
4. persona non grata
5. in loco parentis
6. non sequitur
7. ad hoc
8. ad lib
9. alter ego
10. ergo
11. etcetera
12. mea culpa
13. per capita
14. verbatim
15. vice versa
16. a posteriori
17. anno domini
18. ante bellum
19. caveat emptor
20. curriculum vitae

#### MEANINGS

1. in memory
2. because of the act itself
3. per year
4. an unwelcomed person
5. in place of a parent
6. it does not follow
7. for this use
8. improvise
9. one's other self
10. thus or therefore
11. and so on
12. my fault
13. per person
14. precisely as said
15. the other way around
16. what comes after
17. in the year of our Lord (A.D.)
18. before the war
19. let the buyer beware
20. one's life accomplishments



## Spelling Patterns Lessons 9–15 Summative Assessment

### Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #48 to continue where the Spelling Patterns Lessons 1–8 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–8 and Lessons 9–15 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

### Administration

Introduce the Spelling Patterns Lessons 9–15 Summative Assessment to students. Say—

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

Number 48 is *producer* *producible* The *producible* music tracks were few. *producible*”

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 9–15 Summative Assessment

48. producer	The producer used horns on the record.	producer	
49. collaborator	As a collaborator, her name was included.	collaborator	
50. particular	Nothing in particular interested me.	particular	er, _or, _ar
51. franchise	Their restaurant franchise was successful.	franchise	_ise),
52. analyze	Did you analyze the test scores?	analyze	_yze
53. frantic	His voice sounded frantic on the phone.	frantic	
54. chemical	The chemical composition was unknown.	chemical	_ic, _ical
55. craftsmanship	The carpenter's craftsmanship was superb.	craftsmanship	
56. inference	One inference I made was that it is not over.	inference	
57. Cadillac	They bought a brand new Cadillac.	Cadillac	
58. identity	No one recognized her true identity.	identity	<b>Long/ Short</b>
59. minimum	The child completed the minimum amount.	minimum	<b>Schwa</b>
60. antique	The antique French bureau was 200 years old.	antique	<b>French</b>
61. etiquette	Dinner etiquette was formal at her house.	etiquette	<b>Spellings</b>
62. travelling	When travelling in Britain, use the trains.	travelling	<b>British</b>
63. civilisation	British civilisation once ruled the world.	civilisation	<b>Spellings</b>
64. urban	More Americans are leaving urban centers.	urban	<b>a and e</b>
65. implement	To implement their plan, they needed help.	implement	<b>Banal</b>
66. alter ego	Dr. Jekyll's alter ego was Mr. Hyde.	implement	<b>Latin</b>
67. per capita	The per capita personal income increased.	per capita	<b>Expressions</b>

## Spelling Patterns Test #16

---

1. neo (new)
2. thermo (heat)
3. derma (skin)
4. ultra (beyond)
5. amphi (both)
6. cardia (heart)
7. chroma (color)
8. chron (time)
9. crypto (hidden)
10. proto (first)
11. ambi (both)
12. pseudo (false)
13. xeno (foreign)
14. inter (between)
15. intra (within)
16. retro (backwards)
17. terra (land)
18. omni (everywhere)
19. hetero (different)
20. contra (against)



## Lesson #16 Answers

## Greek and Latin Prefixes

### Spelling Focus

These common Greek and Latin prefixes are found in many academic words.

#### SPELLING WORDS

1. neo (new)
2. thermo (heat)
3. derma (skin)
4. ultra (beyond)
5. amphi (both)
6. cardia (heart)
7. chroma (color)
8. chron (time)
9. crypto (hidden)
10. proto (first)
11. ambi (both)
12. pseudo (false)
13. xeno (foreign)
14. inter (between)
15. intra (within)
16. retro (backwards)
17. terra (land)
18. omni (everywhere)
19. hetero (different)
20. contra (against)

#### WORDS WITH THE SAME PREFIXES

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

## Spelling Patterns Test #17

---

1. **fortitude** (strength)
2. **susceptible** (take)
3. **inscription** (write)
4. **concession** (go)
5. **vindicate** (say)
6. **perimeter** (measure)
7. **circumvent** (come)
8. **inhabitant** (hold)
9. **immortal** (death)
10. **aggressor** (step)
11. **graduate** (degree)
12. **precision** (cut)
13. **consequence** (follow)
14. **intermediary** (middle)
15. **concurrent** (run)
16. **homogeneous** (kind)
17. **obstacle** (stand)
18. **obliterate** (letter)
19. **reallocate** (local)
20. **anonymous** (name)

## Lesson #17 Answers

## Common Greek and Latin Bases

### Spelling Focus

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

#### SPELLING WORDS

1. **fortitude** (strength)
2. **susceptible** (take)
3. **inscription** (write)
4. **concession** (go)
5. **vindicate** (say)
6. **perimeter**  
(measure)
7. **circumvent** (come)
8. **inhabitant** (hold)
9. **immortal** (death)
10. **aggressor** (step)
11. **graduate** (degree)
12. **precision** (cut)
13. **consequence**  
(follow)
14. **intermediary**  
(middle)
15. **concurrent** (run)
16. **homogeneous**  
(kind)
17. **obstacle** (stand)
18. **obliterate** (letter)
19. **reallocate** (local)
20. **anonymous**  
(name)

#### 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 #18

---

1. **hand**kerchief
2. **es**presso
3. **es**cape
4. al**um**inum
5. mis**chiev**ous
6. min**ia**ture
7. ant**i**biotics
8. **pres**cription
9. tri**ath**lon
10. ten**e**t
11. elect**or**al
12. prest**igi**ous
13. **ecc**entric
14. **spec**ifically
15. naus**eo**us
16. dil**ate**
17. lary**nx**
18. **li**able
19. per**col**ate
20. verb**ia**ge



## Lesson #18 Answers

## Pronunciation Problems

### Spelling Focus

If a word is pronounced incorrectly, it will probably also be spelled incorrectly. Spelling applies the alphabetic code (phonics) to sounds and forms syllables from these sounds. A syllable is a word part with a vowel. Four common syllabication 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. handkerchief
2. espresso
3. escape
4. aluminum
5. mischievous
6. miniature
7. antibiotics
8. prescription
9. triathlon
10. tenet
11. electoral
12. prestigious
13. eccentric
14. specifically
15. nauseous
16. dilate
17. larynx
18. liable
19. percolate
20. verbiage

Mispronunciations are listed in red.

#### Sound Substitution

hand**ā**nkerchief    es**x**presso  
es**x**cape    anti**ī**botics  
lary**n**ix    perco**ō**late

#### Wrong Prefix

pre**per**scription    tenet**n**

ecc**x**entric

#### Added or Dropped Sound

s(**no "s"**)pecifically

#### Dropped Syllable

mini**i**ature  
nause**e**ous  
lia**a**ble  
verbi**i**age

#### Added Syllable

alumi**n**ium  
mischiev**i**ous  
triath**a**lon  
prestigi**ē**ous  
elector**i**al  
dial**a**te

## Spelling Patterns Test #19

---

1. abrasion
2. measur**able**
3. unus**ual**
4. provision
5. compos**ure**
6. conclusion
7. visual**ize**
8. transfusion
9. leis**ure**
10. collision
11. expos**ure**
12. illusion
13. clos**ure**
14. occas**ion**
15. disclos**ure**
16. televis**ion**
17. pleasur**able**
18. precis**ion**
19. enclos**ure**
20. eros**ion**



## Lesson #19 Answers /zh/

### Spelling Focus

The /zh/ sound as in vision is often mispronounced as a /ch/ or /sh/ sound, and when said incorrectly it can lead to spelling errors.

#### SPELLING WORDS

1. abrasion
2. measurable
3. unusual
4. provision
5. composure
6. conclusion
7. visualize
8. transfusion
9. leisure
10. collision
11. exposure
12. illusion
13. closure
14. occasion
15. disclosure
16. television
17. pleasurable
18. precision
19. enclosure
20. erosion

#### /zh/ as in "sion"

abrasion  
provision  
conclusion  
transfusion  
collision  
illusion  
occasion  
television  
precision  
erosion

#### /zh/ as in "sure"

measurable  
composure  
leisure  
exposure  
closure  
disclosure  
pleasurable  
enclosure

#### /zh/ as in "sual"

unusual  
visualize

## Spelling Patterns Test #20

---

1. interfere
2. irritate
3. adhere
4. cashmere
5. pioneer
6. persevere
7. appearance
8. irrational
9. career
10. endearment
11. peerless
12. spearmint
13. cheerfully
14. fearfully
15. eerie
16. sincerely
17. endearing
18. frontier
19. weary
20. chandelier



## Lesson #20 Answers /eer/

### Spelling Focus

The /eer/ sound is an *r*-controlled vowel. It has several different spellings.

#### SPELLING WORDS

1. interfere
2. irritate
3. adhere
4. cashmere
5. pioneer
6. persevere
7. appearance
8. irrational
9. career
10. endearment
11. peerless
12. spearmint
13. cheerfully
14. fearfully
15. eerie
16. sincerely
17. endearing
18. frontier
19. weary
20. chandelier

ere

interfere  
adhere  
cashmere  
persevere  
sincerely

ir

irritate  
irrational

ier

frontier  
chandelier

ear

appearance  
endearment  
spearmint  
fearfully  
endearing  
weary

eer

pioneer  
career  
peerless  
cheerfully  
eerie



## Spelling Patterns Test #21

---

1. security
2. creature
3. curable
4. manure
5. tourist
6. pasteurize
7. journalism
8. courteous
9. allure
10. assurance
11. entrepreneurial
12. obscure
13. nourish
14. contour
15. ensure
16. detour
17. brochure
18. featured
19. mature
20. cultural



## Lesson #21 Answers /ure/

### Spelling Focus

### Spelling Focus

The /ure/ sound as in *sure* is often confused with the /er/ sound as in *butter*. The beginning of the /ure/ sound may begin with a long /oo/ sound as in *rooster* and glide into an /er/ sound as in *butter* or start with a soft /y/ sound as in *your* and glide into an /or/ sound as in *origin*.

#### SPELLING WORDS

1. security
2. creature
3. curable
4. manure
5. tourist
6. pasteurize
7. journalism
8. courteous
9. allure
10. assurance
11. entrepreneurial
12. obscure
13. nourish
14. contour
15. ensure
16. detour
17. brochure
18. featured
19. mature
20. cultural

#### Long /oo/ to /er/ "ure"

security  
curable  
manure  
allure  
brochure  
mature

#### Soft /y/ to /or/ "our"

journalism  
courteous  
nourish

#### Long /oo/ to /er/ "eu"

pasteurize  
entrepreneurial

#### Long /oo/ to /er/ "our"

tourist  
contour  
detour

#### Soft /y/ to /or/ "ure"

creature  
assurance  
obscure  
ensure  
featured  
cultural

## Spelling Patterns Test #22

---

1. unaware
2. therefore
3. errand
4. carelessly
5. staircase
6. era
7. forbearance
8. characteristic
9. strawberry
10. wherever
11. millionaire
12. underwear
13. welfare
14. forswear
15. disciplinary
16. unfairly
17. therapy
18. daredevil
19. clairvoyant
20. merrily



## Lesson #22 Answers /air/

### Spelling Focus

The /air/ sound is an *r*-controlled vowel. It has several different spellings.

#### SPELLING WORDS

1. unaw**are**
2. th**ere**fore
3. **err**and
4. **care**lessly
5. st**air**case
6. **era**
7. for**bear**ance
8. **char**acteristic
9. str**awber**ry
10. wh**ere**ver
11. mill**ionair**e
12. under**wear**
13. wel**fare**
14. for**swea**r
15. discipl**inar**y
16. un**fair**ly
17. th**erap**y
18. da**re**devil
19. cl**air**voyant
20. merr**ily**

**air**

staircase  
millionaire  
unfairly  
clairvoyant

**err**

errand  
strawberry  
merrily

**er, ere**

era  
therefore  
wherever  
therapy

**\_are**

unaware  
carelessly  
welfare  
daredevil

**\_ear**

forbearance  
underwear  
forswear

**ar**

characteristic  
disciplinary

## Spelling Patterns Lessons 16–22 Summative Assessment

### Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #68 to continue where the Spelling Patterns Lessons 1–8 and Lessons 9–15 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–8, Lessons 9–15, and Lessons 16–22 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

### Administration

Introduce the Spelling Patterns Lessons 16–22 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 16–22. Let's see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words.

Number 68 is *ambidextrous*. The switch hitter was perfectly *ambidextrous*. *ambidextrous*”

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 16–22 Summative Assessment

68. ambidextrous	The switch hitter was perfectly ambidextrous.	ambidextrous	Greek/Latin
69. intercede	Our principal had to intercede in the fight.	intercede	Prefixes
70. mortify	Spiders mortify our teacher.	mortify	Greek/Latin
71. gradually	The students gradually began to respect him.	gradually	Base
72. handkerchief	His suit coat had a pocket handkerchief.	handkerchief	
73. dilation	The dilation of her pupils lasted two hours.	dilation	Mispronunciations
74. propulsion	The jet engine's propulsion was powerful.	propulsion	
75. measurable	The geometric angles are measurable.	measurable	
76. casual	They enjoyed a casual friendship.	casual	/zh/
77. adhere	Band-aids don't adhere to sweaty fingers.	adhere	
78. appearance	Her appearance changed almost daily.	appearance	
79. irresistible	The baker's sugar cookies are irresistible.	irresistible	
80. auctioneer	The auctioneer sold the lamp quickly.	auctioneer	
81. frontier	The final frontier may be space.	frontier	/eer/
82. endure	They had to endure his horrible jokes.	endure	
83. Euro	European money is known as the Euro.	Euro	
84. tourism	Their country needed more tourism.	tourism	
85. yourselves	You only have yourselves to blame.	yourselves	
86. configure	We have to configure the new television.	configure	/ure/
87. impairment	Granddad's hearing impairment grew worse.	impairment	
88. ensnare	I don't think that trap will ensnare him.	ensnare	
89. interrogate	The attorney will interrogate all witnesses.	interrogate	
90. wearable	I see new advances in wearable technology.	wearable	
91. therapist	The physical therapist provided exercises.	therapist	
92. everywhere	That new style has spread everywhere.	everywhere	/air/



## Spelling Patterns Test #23

---

1. history/historic
2. preserve/preservation
3. ecology/ecological
4. represent/representation
5. plural/plurality
6. harmony/harmonious
7. abnormal/abnormality
8. perjury/perjurious
9. fiction/fictitious
10. romance/romantic
11. civilize/civilization
12. hypocrite/hypocritical
13. astronomy/astronomical
14. central/centrality
15. duplicate/duplication
16. personify/personification
17. bureaucrat/bureaucracy
18. theocracy/theocratic
19. aristocrat/aristocracy
20. continue/continuation



## Lesson #23 Answers Accent Shift

### Spelling Focus

When adding on suffixes to words that have two or more syllables, the accented syllable frequently changes to the syllable right before the one or two-syllable suffix as in *converse* and *conversation*. The accent is on the *e* in “verse,” but the accent changes to the *a* in “sa.”

#### SPELLING WORDS

1. history/historic
2. preserve/  
preservation
3. ecology/ecological
4. represent/  
representation
5. plural/plurality
6. harmony/  
harmonious
7. abnormal/abnormality
8. perjury/perjurious
9. fiction/fictitious
10. romance/romantic
11. civilize/civilization
12. hypocrite/hypocritical
13. astronomy/  
astronomical
14. central/centrality
15. duplicate/  
duplication
16. personify/  
personification
17. bureaucrat/  
bureaucracy
18. theocracy/theocratic
19. aristocrat/  
aristocracy
20. continue/continuation

#### **\_ic**

history/historic  
romance/romantic

#### **\_ation**

preserve/  
preservation  
represent/  
representation  
civilize/civilization  
duplicate/duplication  
personify/  
personification  
continue/  
continuation

#### **\_ica**

ecology/ecological  
hypocrite/  
hypocritical  
astronomy/  
astronomical

#### **\_ity**

plural/plurality  
abnormal/  
abnormality  
central/centrality

#### **\_ious**

harmony/harmonious  
perjury/perjurious  
fiction/fictitious

#### **t changes to c**

bureaucrat/  
bureaucracy  
theocracy/theocratic  
aristocrat/aristocracy

## Spelling Patterns Test #24

---

1. withdraw
2. launchpad
3. swallow
4. cowardness
5. foreshadow
6. thousand
7. ghoulish
8. thorough
9. waterfowl
10. eunuch
11. unchewable
12. wounded
13. pronounce
14. although
15. haunches
16. flawless
17. pewter
18. eureka
19. corkscrew
20. jewels



## Lesson #24 Answers

## w-controlled Vowels

### Spelling Focus

The *w* can influence the sounds of vowels, and these sound-spellings such as are known as *w*-controlled vowels. The /w/ sound represented by *w* is not /wuh/. Its correct sound is similar to the /oo/ sound, but with the lips slightly more closed.

The three *w*-controlled vowels are *aw* as in *awful*; *ew* as in *brewing*; and *ow* as in *crowded*. The same sounds can be represented by different spellings.

### SPELLING WORDS

1. withdraw
2. launchpad
3. swallow
4. cowardness
5. foreshadow
6. thousand
7. ghoulish
8. thorough
9. waterfowl
10. eunuch
11. unchewable
12. wounded
13. pronounce
14. although
15. haunches
16. flawless
17. pewter
18. eureka
19. corkscrew
20. jewels

If there is a second consonant after the *n*, spell "au."

**aw**

withdraw.  
flawless

**au**

launchpad  
haunches

**ew as in few**

unchewable  
pewter

**eu as in feud**

eunuch  
eureka

**ew as in new**

corkscrew  
jewels

**ou as in you**

ghoulish  
wounded

**ow as in cow**

cowardness  
waterfowl

**ou as in out**

thousand  
pronounce

**ow as in grow**

swallow  
foreshadow

**ough as in dough**

thorough  
although

## Spelling Patterns Test #25

---

1. **offensive**
2. **collection**
3. **commission**
4. **opposition**
5. **supplement**
6. **eruption**
7. **affection**
8. **effective**
9. **divisible**
10. **acceptance**
11. **correspondent**
12. **aggressive**
13. **irreducible**
14. **implausible**
15. **appealing**
16. **suffocate**
17. **diffusion**
18. **assimilate**
19. **suppressive**
20. **attractive**



## Lesson #25 Answers

## Assimilations

### Spelling Focus

When the last letter of a prefix changes to match the first letter of a base, the prefix is called an *assimilated prefix*. The meaning of the prefix doesn't change, only the spelling. Often the spelling change makes the word easier to pronounce.

#### SPELLING WORDS

1. **offensive**
2. **collection**
3. **commission**
4. **opposition**
5. **supplement**
6. **eruption**
7. **affection**
8. **effective**
9. **divisible**
10. **acceptance**
11. **correspondent**
12. **aggressive**
13. **irreducible**
14. **implausible**
15. **appealing**
16. **suffocate**
17. **diffusion**
18. **assimilate**
19. **suppressive**
20. **attractive**

**ob (against)**  
**to of, op**

**offensive**  
**opposition**

**dis (apart, not) to dif, div**

**divisible**  
**diffusion**

**in (not)**

**to im, in**

**irreducible**  
**implausible**

**sub (under)**

**to suf, sup, sus**

**supplement**  
**suffocate**  
**suppressive**

**ex (out of)**

**to e, ef**

**eruption**  
**effective**

**ad (toward)**

**to c, af, ag, ap, as, at**

**affection**  
**effective**

**acceptance**  
**appealing**  
**assimilate**  
**attractive**

**con (against)**

**to col, com, cor**

**collection**  
**commission**  
**correspondent**



## Spelling Patterns Test #26

---

1. impalas
2. interim
3. martyrdom
4. intensify
5. doctorate
6. illiteracy
7. affidavit
8. photosynthesis
9. functional
10. studded
11. jacket
12. ballot
13. penicillin
14. hickory
15. asbestos
16. linen
17. salary
18. livery
19. tandem
20. garrison

## Lesson #26 Answers

## Schwa Suffixes

### Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft /ă/ or /ĭ/ sound and appears in unaccented syllables. Each of the common vowels (a, e, i, o, and u) can make the “schwa” sound in a suffix.

#### SPELLING WORDS

1. impalas
2. interim
3. martyrdom
4. intensify
5. doctorate
6. illiteracy
7. affidavit
8. photosynthesis
9. functional
10. studded
11. jacket
12. ballot
13. penicillin
14. hickory
15. asbestos
16. linen
17. salary
18. livery
19. tandem
20. garrison

a\_

impalas  
doctorate  
illiteracy  
functional  
salary

e\_

studded  
jacket  
linen  
livery  
tandem

i\_

interim  
intensify  
affidavit  
photosynthesis  
penicillin

o\_

martyrdom  
ballot  
hickory  
asbestos  
garrison

## Spelling Patterns Test #27

---

1. frustration
2. flirtatious
3. hallucination
4. Martian
5. repetitious
6. impartial
7. jurisdiction
8. substantial
9. patience
10. exploitation
11. cancellation
12. Venetian
13. facetious
14. resignation
15. inferential
16. Egyptian
17. rationalization
18. martial
19. dalmatian
20. cautiously



## Lesson #27 Answers

## “ti” /sh/ Suffixes

### Spelling Focus

Suffixes beginning with “ti” follow with a schwa sound. The schwa is the most common vowel sound in the English language. Its sound is a soft /ǘ/ or /ĩ/ sound and appears in unaccented syllables. For example, in *sofa* the “a” has the schwa sound. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound.

#### SPELLING WORDS

1. frustration
2. flirtatious
3. hallucination
4. Martian
5. repetitious
6. impartial
7. jurisdiction
8. substantial
9. patience
10. exploitation
11. cancellation
12. Venetian
13. facetious
14. resignation
15. inferential
16. Egyptian
17. rationalization
18. martial
19. dalmatian
20. cautiously

**tion**

frustration  
hallucination  
jurisdiction  
exploitation  
cancellation  
resignation  
rationalization

**tial**

impartial  
substantial  
inferential  
martial

**tience**

patience

**tian**

Martian  
Venetian  
Egyptian  
dalmatian

**tious**

repetitious  
flirtatious  
facetious  
cautiously

## Spelling Patterns Test #28

---

1. delicious
2. beautician
3. suspicious
4. sacrificial
5. efficient
6. conscience
7. precious
8. judicial
9. statistician
10. spacious
11. diagnostician
12. financial
13. obstetrician
14. sufficient
15. commercial
16. ferocious
17. technician
18. omniscience
19. fallacious
20. electrician

## Lesson #28 Answers

## “ci” /sh/ Suffixes

### Spelling Focus

Suffixes beginning with “ci” follow with a schwa sound. The schwa is the most common vowel sound in the English language. Its sound is a soft /ǘ/ or /ĩ/ sound and appears in unaccented syllables. Each of the common vowels (a, e, i, o, and u) can make the “schwa” sound.

#### SPELLING WORDS

1. delicious
2. beautician
3. suspicious
4. sacrificial
5. efficient
6. conscience
7. precious
8. judicial
9. statistician
10. spacious
11. diagnostician
12. financial
13. obstetrician
14. sufficient
15. commercial
16. ferocious
17. technician
18. omniscience
19. fallacious
20. electrician

#### cious

delicious  
suspicious  
precious  
spacious  
ferocious  
fallacious

#### cial

sacrificial  
judicial  
financial  
commercial

#### cient

efficient  
sufficient

#### cian

beautician  
statistician  
diagnostician  
obstetrician  
technician  
electrician

#### science

conscience  
omniscience



## Spelling Patterns Test #29

---

1. janitorial
2. fastidious
3. convenient
4. claustrophobia
5. ingredient
6. ambiance
7. illustrious
8. valiant
9. radiant
10. encyclopedia
11. obedience
12. perennial
13. experience
14. injurious
15. cafeteria
16. transient
17. deviance
18. bacteria
19. precarious
20. gradient



## Lesson #29 Answers

## “i” /ē/ Suffixes

### Spelling Focus

Suffixes are often connected to their bases with “i” transition spellings. These “i” transitions may have the long /ē/ sound and follow with a suffix beginning with the schwa sound. Often the long /ē/ sound may be an “i” that has been changed from an ending “y”; however, there are several other “i” spellings to practice.

#### SPELLING WORDS

1. janitorial
2. fastidious
3. convenient
4. claustrophobia
5. ingredient
6. ambiance
7. illustrious
8. valiant
9. radiant
10. encyclopedia
11. obedience
12. perennial
13. experience
14. injurious
15. cafeteria
16. transient
17. deviance
18. bacteria
19. precarious
20. gradient

ia

claustrophobia  
encyclopedia  
cafeteria  
bacteria

ious

fastidious  
illustrious  
injurious  
precarious

ient

convenient  
ingredient  
transient  
gradient

iant

valiant  
radiant

ience

obedience  
experience

ial

janitorial  
perennial

iance

ambiance  
deviance

# Spelling Patterns Lessons 1–29 Summative Assessment

## Preparation

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

## Administration

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

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

Number 1 is *commitment commitment* We shared complete commitment to the task.”

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

## Correction

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

## Helpful Hints

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

## Spelling Patterns Lessons 1–29 Summative Assessment

1. honourable	I have an honourable discharge from the army.	honourable	<b>r-Controlled Vowels</b>
2. massacre	The massacre of the group was terrifying.	massacre	<b>Consonant Doubling</b>
3. commitment	We shared complete commitment to the task.	commitment	
4. permitted	They permitted our conditional entry.	permitted	
5. achieve	I'm sure you will achieve success.	achieve	
6. neighborly	May I offer you some neighborly advice?	neighborly	<b>i before e</b>
7. misconceived	The plan was misconceived from the start.	misconceived	
8. Spell the plural of <i>video</i>	<i>video</i>	<i>video</i>	
9. Spell the plural of <i>survey</i>	<i>survey</i>	<i>survey</i>	
10. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
11. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
12. Spell the plural of <i>couch</i>	<i>couch</i>	<i>couch</i>	
13. Spell the plural of <i>crash</i>	<i>crash</i>	<i>crash</i>	
14. Spell the plural of <i>caress</i>	<i>caress</i>	<i>caress</i>	
15. Spell the plural of <i>buzz</i>	<i>buzz</i>	<i>buzz</i>	
16. Spell the plural of <i>half</i>	<i>half</i>	<i>half</i>	<b>Plurals</b>
17. ignorant	No one should remain ignorant of the facts.	ignorant	
18. careless	A careless word can be devastating.	careless	
19. replaceable	Every important thing is replaceable.	replaceable	
20. changeable	Their attitudes were changeable day to day.	changeable	
21. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
22. advantageous	His decision to move proved advantageous.	advantageous	
23. unforeseeable	The unforeseeable accident ruined her date.	unforeseeable	
24. snowshoeing	They enjoyed snowshoeing around the lake.	snowshoeing	<b>Drop/Keep Final e</b>
25. tie dyeing	Mom used old tee-shirts for the tie dyeing.	tie dyeing	
26. blueberries	The blueberries were not quite ripe.	blueberries	
27. employment	Her future employment was in doubt.	employment	<b>Change/Keep y</b>
28. classifying	I spent hours classifying the plants.	classifying	
29. compulsion	We are under no compulsion to agree.	compulsion	
30. visionary	Her architectural design was quite visionary.	visionary	
31. transfusion	I needed a blood transfusion during surgery.	transfusion	
32. musician	That musician is very talented.	musician	
33. motionless	She remained motionless after her fall.	motionless	<b>/ion/</b>
34. approachable	The celebrity was surprisingly approachable.	approachable	
35. changeable	The island's weather was quite changeable.	changeable	
36. applicable	Please complete the applicable sections.	applicable	<b>"able"</b>
37. tangible	Their boss demanded tangible evidence.	tangible	
38. incredible	If true, the results were incredible.	incredible	<b>"ible"</b>
39. consultancy	His consultancy was invaluable.	consultancy	
40. occupant	The occupant never paid his rent.	occupant	
41. elegance	The White House was a picture of elegance.	elegance	
42. clearance	I wonder if the towels are on clearance.	clearance	<b>"ant," "ance,"</b>
43. assurance	Do I have your complete assurance on this?	assurance	<b>ancy"</b>
44. consistently	The team consistently lost close games.	consistently	
45. conscience	I suggest you follow your conscience.	conscience	
46. belligerency	His constant belligerency was tiring.	belligerency	<b>"ent," "ence,"</b>
47. coincidentally	They coincidentally entered at the same time.	coincidentally	<b>"ency"</b>

## Spelling Patterns Lessons 1–29 Summative Assessment

48. producer	The producer used horns on the record.	producer	
49. collaborator	As a collaborator, her name was included.	collaborator	
50. particular	Nothing in particular interested me.	particular	er, _or, _ar
51. franchise	Their restaurant franchise was successful.	franchise	_ze (_ise),
52. analyze	Did you analyze the test scores?	analyze	_yze
53. frantic	His voice sounded frantic on the phone.	frantic	
54. chemical	The chemical composition was unknown.	chemical	_ic, _ical
55. craftsmanship	The carpenter's craftsmanship was superb.	craftsmanship	
56. inference	One inference I made was that it is not over.	inference	
57. Cadillac	They bought a brand new Cadillac.	Cadillac	
58. identity	No one recognized her true identity.	identity	Long/ Short
59. minimum	The child completed the minimum amount.	minimum	Schwa
60. antique	The antique French bureau was 200 years old.	antique	French
61. etiquette	Dinner etiquette was formal at her house.	etiquette	Spellings
62. travelling	When travelling in Britain, use the train.	travelling	British
63. civilisation	British civilisation once ruled the world.	civilisation	Spellings
64. urban	More Americans are leaving urban centers.	urban	a and e
65. implement	To implement their plan, they needed help.	implement	Banal
66. alter ego	Dr. Jekyll's alter ego was Mr. Hyde.	implement	Latin
67. per capita	The per capita personal income increased.	per capita	Expressions
68. ambidextrous	The switch hitter was perfectly ambidextrous.	ambidextrous	Greek/Latin
69. intercede	Our principal had to intercede in the fight.	intercede	Prefixes
70. mortify	Spiders mortify our teacher.	mortify	Greek/Latin
71. gradually	The students gradually began to respect him.	gradually	Bases
72. handkerchief	His suit coat had a pocket handkerchief.	handkerchief	
73. dilation	The dilation of her pupils lasted two hours.	dilation	Mispronunciations
74. propulsion	The jet engine's propulsion was powerful.	propulsion	
75. measurable	The geometric angles are measurable.	measurable	
76. casual	They enjoyed a casual friendship.	casual	/zh/
77. adhere	Band-aids don't adhere to sweaty fingers.	adhere	
78. appearance	Her appearance changed almost daily.	appearance	
79. irresistible	The baker's sugar cookies are irresistible.	irresistible	
80. auctioneer	The auctioneer sold the lamp quickly.	auctioneer	
81. frontier	The final frontier may be space.	auctioneer	/eer/
82. endure	They had to endure his horrible jokes.	endure	
83. Euro	European money is known as the Euro.	Euro	
84. tourism	Their country needed more tourism.	tourism	
85. yourselves	You only have yourselves to blame.	yourselves	
86. configure	We have to configure the new television.	configure	/ure/
87. impairment	Granddad's hearing impairment grew worse.	impairment	
88. ensnare	I don't think that trap will ensnare him.	ensnare	
89. interrogate	The attorney will interrogate all witnesses.	interrogate	
90. wearable	I see new advances in wearable technology.	wearable	
91. therapist	The physical therapist provided exercises.	therapist	
92. everywhere	That new style has spread everywhere.	everywhere	/air/



## Spelling Patterns Lessons 1–29 Summative Assessment

93. impairment	Granddad's hearing impairment grew worse.	impairment	
94. ensnare	I don't think that trap will ensnare him.	ensnare	
95. interrogate	The attorney will interrogate all witnesses.	interrogate	
96. wearable	I see new advances in wearable technology.	wearable	
97. therapist	The physical therapist provided exercises.	therapist	
98. everywhere	That new style has spread everywhere.	everywhere	/air/
99. flawlessly	The gymnast performed routines flawlessly.	flawlessly	
100. fewest	Those with the fewest mistakes win.	fewest	
101. feudal	The feudal system ended in the Middle Ages.	feudal	
102. steward	Our cabin steward made our beds daily.	steward	
103. troupe	Her dance troupe performed at the theater.	troupe	
104. towels	The fresh towels smelled wonderful.	towels	
105. announce	He will announce his resignation today.	announce	
106. fellowship	They formed the fellowship of the ring.	fellowship	
107. thoroughly	We thoroughly loved her performance.	thoroughly	w-Vowels
108. especially	I especially dislike green beans.	especially	
109. specifically	We specifically targeted water pollution.	specifically	
110. official	Do we have an official statement from her?	official	Schwa
111. insufficient	We simply have insufficient funding.	insufficient	Suffixes
112. national	This is a state, not a national issue.	national	
113. Christian	The Christian religion follows the Bible.	Christian	
114. confidential	This information remains confidential.	confidential	
115. nutritious	We had a nutritious snack.	nutritious	"ti" /sh/
116. impatience	The teacher's impatience grew worse.	impatience	Suffixes
117. ferocious	The lion's ferocious roar woke us up.	ferocious	
118. musicians	The musicians played all their hits.	musicians	
119. commercial	A commercial can last 30 seconds.	commercial	
120. conscience	Let your own conscience be your guide.	conscience	"ci" /sh/
121. deficient	Their deficient supplies limited them.	deficient	Suffixes
122. trivia	My parents love to share trivia.	trivia	
123. furiously	The player furiously threw his bat.	furiously	
124. lenient	The principal was too lenient with them.	lenient	
125. brilliant	Their brilliant comeback won the game.	brilliant	
126. audience	The audience exploded in applause.	audience	
127. judicial	The court issued three judicial decisions.	judicial	"i" /ē/
128. variance	The variance in color was only slight.	variance	Suffixes



## Student Pages

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



## Lesson #1 *r*-controlled “ar,” “ir,” “ur,” “re,” and “our”

### Spelling Rule

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

**Directions:** Sort each spelling word into the group that best matches its sound or spelling pattern.  
Hint: Sort the Compound Words first.

#### SPELLING WORDS

1. mortar
2. endeavour
3. guitar
4. elixir
5. centimetre
6. urgency
7. puree
8. linear
9. souvenir
10. theatres
11. disfigured
12. vapour
13. demeanour
14. calibre
15. saviour
16. pillar
17. circumstance
18. carburetor
19. microfibre
20. expiration

ar

ir

ur

re

our

## Lesson #2 Consonant Doubling

### Spelling Rule

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

An exception is that a double “ll” spelling may follow an unaccented syllable.

**Directions:** Sort each spelling word into the group that best matches its sound or spelling pattern.  
Hint: Sort the Compound Words first.

### SPELLING WORDS

1. luggage
2. céntered
3. compassion
4. amendment
5. traveller
6. benefitted
7. converted
8. unstitched
9. totalled
10. forgetfulness
11. uncommonly
12. strummer
13. counsellor
14. disabling
15. scálloped
16. conflicting
17. cóvered
18. marvelled
19. támppered
20. permitted

#### Double the Consonant

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#### No Vowel-Consonant at End of Base

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#### Suffix Begins with Consonant

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#### “ll” Doubling Exceptions

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

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### SPELLING TIPS

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

## 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 sound or spelling pattern.

#### SPELLING WORDS

1. imperceivable
2. reindeer
3. retrievable
4. inefficient
5. policies
6. preconceive
7. feigned
8. relieved
9. seismograph
10. concertmeister
11. receivership
12. counterweight
13. conceitedness
14. leisurely
15. briefcase
16. heinous
17. achievement
18. surveillance
19. deceitfulness
20. sufficiency

ie (but not after *c*)

cei

ei sounding like /ā/

Exceptions

## Lesson #4      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 its sound or spelling pattern.

### SPELLING WORDS

1. modules
2. surveys
3. defrays
4. polishes
5. presidios
6. climaxes
7. excesses
8. archipelagoes
9. pistachios
10. dispatches
11. replenishes
12. bookshelves
13. cockroaches
14. yourselves
15. surtaxes
16. absolutisms
17. surpasses
18. psychoanalyzes
19. romanticizes
20. backhoes

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 #5 Drop or Keep the Final *e* and *y*

### Spelling Rule

When adding 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, for example *wisely* 2. The base ends in soft *c* or *g* followed by the “able” suffix, for example *noticeable* and *changeable* 3. The base ends in soft *c* or *g* followed by the “ous” suffix, for example *courageous* 4. The base ends in “ee” as in *seeing* 5. The base ends in “oe” as in *canoeing* 6. The base ends in “ye” as in *eyeing*.

When adding 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 sound or spelling pattern.

### SPELLING WORDS

1. arrival
2. weariness
3. frayed
4. beautiful
5. appliance
6. pronounceable
7. dyeing
8. keyed
9. denying
10. requirement
11. tiptoeing
12. terrifying
13. memories
14. annoyed
15. salvageable
16. agreeable
17. outrageous
18. sedately
19. judging
20. unsteady

Drop *e* When Suffix  
Begins with a Vowel

Keep *e* When Suffix  
Begins with a Consonant

Keep *e* After Soft *c*  
or *g* or When Before  
“able” or “ous”

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

Keep the *y* When it  
Follows a Vowel

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

Change the *y* to *i*



## Lesson #6 /ion/

### Spelling Rule

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

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

### SPELLING WORDS

1. delusion
2. visionary
3. diagnostician
4. conventionality
5. conversion
6. expulsion
7. physician
8. intrusion
9. technician
10. impression
11. sensationalism
12. mortician
13. destination
14. prohibition
15. collusion
16. profession
17. tactician
18. subscription
19. inversion
20. transmission

/shun/ after *l* or *s*

/zyun/

Person

Other /ion/ Spelling

## Lesson #7 “able” and “ible”

### Spelling Rule

Spell “able” as a suffix 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*.

Spell “ible” as a suffix 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” or after a base ending in “*ss*” as in *permissible*.

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

#### SPELLING WORDS

1. unattainable
2. invaluable
3. applicable
4. implausible
5. admirable
6. inflexible
7. profitable
8. obtainable
9. perceptible
10. incomparable
11. employable
12. intelligible
13. unlikable
14. producible
15. despicable
16. navigable
17. certifiable
18. reputable
19. disposable
20. reprehensible

#### Base Words

(Without Silent Final *e*)

#### Base Words with

Silent Final *e*

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Follows Hard *c* or *g*

Follows Soft *c*, *g* or “*ss*”

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Follows Bound Bases Not Ending in Soft *c* or *g* or “*ss*”

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## Lesson #8 “a(e)nt,” “a(e)nce,” “a(e)ncy”

### 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*.

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. More than one pattern may apply, so revise your choices as needed to fill in each blank.

#### SPELLING WORDS

1. resplendent
2. coincidence
3. insufficiency
4. assistance
5. disappearance
6. determinant
7. expectant
8. impermanence
9. coherency
10. continuance
11. endurance
12. residency
13. belligerent
14. insignificance
15. consultant
16. contingency
17. assurance
18. appearance
19. extravagancy
20. fluorescent

#### Follows Base Words

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#### Can Add “ation” to Base

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#### Follows “ear”

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#### Follows Hard *c* or *g*

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#### Follows “ure”

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#### Follows Bound Bases

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#### Follows Soft *c* or *g*

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#### Follows “ere”

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#### Follows “id”

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## Lesson #9

## Commonly Confused Suffixes

### Spelling Focus

The spellings of some suffixes can be confusing when they spell the same sounds, share the same definition, and no spelling rule governs how they are spelled. However, writers can make logical guesses based upon statistical probabilities. Of course, once an educated guess is made, spell check, auto-correction, and online dictionaries must be consulted to ensure accuracy.

Following are sets of confusing suffixes, listed in order of frequency.

er, or, ar

ize (American) or ise (British, Australian), yze

ic, ical

one who, of or relating to (noun)

to cause, make, or change (verb)

relating to (adjective)

**Directions:** Add the suffix spellings, and write the words in the group that best matches.

### SPELLING WORDS

1. extinguish
2. character
3. journalist
4. contract
5. impressionist
6. analysis
7. counterfeit
8. standard
9. microscope
10. astronomy
11. identical
12. enthusiasm
13. history
14. internal
15. pressure
16. paralysis
17. column
18. revolution
19. execution
20. conduct

\_er, \_or, \_ar

\_ize (\_ise), \_yze

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

\_ic, \_ical

_____
_____
_____
_____
_____

## Lesson #10 Long Schwa

### Spelling Focus

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

**Directions:** Sort each spelling word into the vowel group which features its schwa sound. Often, a schwa sound is formed by a vowel team.

#### SPELLING WORDS

1. integrate
2. university
3. maximum
4. financial
5. specific
6. obvious
7. circumstance
8. memorize
9. balloons
10. foreign
11. decent
12. continue
13. commune
14. responsible
15. distribution
16. capitalize
17. system
18. pleasurable
19. calendar
20. actually

a\_

e\_

i\_

o\_

u\_

## Lesson #11 Short Schwa

### Spelling Focus

The schwa is the most common vowel sound in the English language. The schwa is appears in unaccented syllables and can have a short /uh/ sound (í/tēm). In some words the short schwa sounds more like a short /i/ sound (pén/cíl). Each of the common vowels (a, e, i, o, u, and y) can make the “schwa” sound.

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

#### SPELLING WORDS

1. important
2. achievement
3. administration
4. amphibian
5. different
6. oxygen
7. mutant
8. intricate
9. présent
10. season
11. anonymous
12. admissible
13. vinyl
14. dandruff
15. question
16. director
17. extraneous
18. security
19. premium
20. mysterious

a

_____	_____
_____	_____
_____	_____
_____	_____

e

i

o

_____	_____
_____	_____
_____	_____
_____	_____

u

y

_____	_____
_____	_____
_____	_____



## Lesson #12 French Spellings and Expressions

### Spelling Focus

These common French words and expressions are used quite often in English academic writing. Knowing their appropriate meanings and spelling each correctly are important.

**Directions:** Sort each of these French spellings and expressions into the group that best matches their spelling patterns.

#### SPELLING WORDS

1. coup d' état
2. nom de plume
3. critique
4. bouquet
5. plateau
6. connoisseur
7. joie de vivre
8. nouveau riche
9. amateur
10. hors d'oeuvre
11. pasteurize
12. boutique
13. bureaucrat
14. silhouette
15. sauté
16. soufflé
17. cul-de-sac
18. gazette
19. statuette
20. flambé

eur

que

ette

\_é

ce, d'

eau

## Lesson #13 British Spellings

### Spelling Focus

British English differs from American English spellings in a number of ways. Some English spellings have options, especially with double consonants and the *s* or *z*.

**Directions:** Sort each of these British spellings into the group that best matches their sound or spelling pattern.

#### SPELLING WORDS

1. behaviour
2. signalling
3. paralyse
4. defencible
5. neighbour
6. anaesthesia
7. pretence
8. quarrelling
9. apologise
10. demeanour
11. civilise
12. travelling
13. paediatrician
14. anaemia
15. fuelled
16. licences
17. organisation
18. primaeval
19. endeavour
20. offences

Doubles the *l* Consonant  
When Accent on First  
Syllable

Uses “*our*,” Not “*or*”

Uses *c*, Not *s*

Keeps *a* before *e*

Uses *s* or *z*  
American English Uses  
*z* Only

#### SPELLING TIPS

**Why so many long  
vowel spellings?**

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

## Lesson #14     *a* and *e* Banal

### Spelling Focus

The schwa sound appears in an unaccented syllable and is usually a soft /uh/ or short /ĭ/ sound. Both the *a* and *e* spellings may represent a special schwa sound in English known as the *banal* sound. The banal schwa sound is softened by the letter sound before or after the *a* and *e* spelling and is often almost completely silent.

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

#### SPELLING WORDS

1. buzzard
2. shepherd
3. veteran
4. predominant
5. abnormal
6. beggar
7. blizzard
8. dynamo
9. pagan
10. quarreling
11. dismal
12. innocence
13. bachelor
14. magnificent
15. impediment
16. strengthen
17. implement
18. irritant
19. vulgar
20. enemy

#### *a* Banal

#### *e* Banal

## Lesson #15 Latin Expressions

### Spelling Focus

These common Latin phrases are used quite often in English academic writing. Knowing their appropriate meanings and spelling each correctly are important. Because these are common phrases, no italics are necessary.

**Directions:** Write context clue sentences on binder paper to show the meanings of these Latin expressions.

#### SPELLING WORDS

1. in memoriam
2. ipso facto
3. per annum
4. persona non grata
5. in loco parentis
6. non sequitur
7. ad hoc
8. ad lib
9. alter ego
10. ergo
11. etcetera
12. mea culpa
13. per capita
14. verbatim
15. vice versa
16. a posteriori
17. anno domini
18. ante bellum
19. caveat emptor
20. curriculum vitae

#### MEANINGS

1. in memory
2. because of the act itself
3. per year
4. an unwelcomed person
5. in place of a parent
6. it does not follow
7. for this use
8. improvise
9. one's other self
10. thus or therefore
11. and so on
12. my fault
13. per person
14. precisely as said
15. the other way around
16. what comes after
17. in the year of our Lord (A.D.)
18. before the war
19. let the buyer beware
20. one's life accomplishments

## Lesson #16 Greek and Latin Prefixes

### Spelling Focus

These common Greek and Latin prefixes are found in many academic words.

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

#### SPELLING WORDS

1. neo (new)
2. thermo (heat)
3. derma (skin)
4. ultra (beyond)
5. amphi (both)
6. cardia (heart)
7. chroma (color)
8. chron (time)
9. crypto (hidden)
10. proto (first)
11. ambi (both)
12. pseudo (false)
13. xeno (foreign)
14. inter (between)
15. intra (within)
16. retro (backwards)
17. terra (land)
18. omni (everywhere)
19. hetero (different)
20. contra (against)

#### WORDS WITH THE SAME PREFIXES

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

## Lesson #17 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. fortitude (strength)
2. susceptible (take)
3. inscription (write)
4. concession (go)
5. vindicate (say)
6. perimeter  
(measure)
7. circumvent (come)
8. inhabitant (hold)
9. immortal (death)
10. aggressor (step)
11. graduate (degree)
12. precision (cut)
13. consequence  
(follow)
14. intermediary  
(middle)
15. concurrent (run)
16. homogeneous  
(kind)
17. obstacle (stand)
18. obliterate (letter)
19. reallocate (local)
20. anonymous  
(name)

#### 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 #18 Pronunciation Problems

### Spelling Focus

If a word is pronounced incorrectly, it will probably also be spelled incorrectly. Spelling applies the alphabetic code (phonics) to sounds and forms syllables from these sounds. A syllable is a word part with a vowel. Four common syllabication errors cause most mispronunciations.

1. One sound is substituted for another.
2. A consonant is dropped.
3. A consonant is added.
4. A vowel is added.

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

#### SPELLING WORDS

1. handkerchief
2. espresso
3. escape
4. aluminum
5. mischievous
6. miniature
7. antibiotics
8. prescription
9. triathlon
10. tenet
11. electoral
12. prestigious
13. remuneration
14. specifically
15. nauseous
16. dilate
17. larynx
18. liable
19. percolate
20. verbiage

#### Sound Substitution

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#### Wrong Prefix

#### Added or Dropped Sound

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#### Dropped Syllable

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#### Added Syllable

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## Lesson #19 /zh/

### Spelling Focus

The /zh/ sound as in vision is often mispronounced as a /ch/ or /sh/ sound, and when said incorrectly it can lead to spelling errors.

**Directions:** Sort each spelling word pair into the same base spelling and the different base spelling groups.

#### SPELLING WORDS

1. abrasion
2. measurable
3. unusual
4. provision
5. composure
6. conclusion
7. visualize
8. transfusion
9. leisure
10. collision
11. exposure
12. illusion
13. closure
14. occasion
15. disclosure
16. television
17. pleasurable
18. precision
19. enclosure
20. erosion

/zh/ as in “sion”

/zh/ as in “sure”

/zh/ as in “sual”

## Lesson #20 /eer/

### Spelling Focus

The /eer/ sound is an *r*-controlled vowel. It has several different spellings.

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

#### SPELLING WORDS

1. interfere
2. irritate
3. adhere
4. cashmere
5. pioneer
6. persevere
7. appearance
8. irrational
9. career
10. endearment
11. peerless
12. spearmint
13. cheerfully
14. fearfully
15. eerie
16. sincerely
17. snearing
18. frontier
19. weary
20. chandelier

ere

ear

ir

eer

ier

## Lesson #21 /ure/

### Spelling Focus

The /ure/ sound as in *sure* is often confused with the /er/ sound as in *butter*. The beginning of the /ure/ sound may begin with a long /oo/ sound as in *rooster* and glide into an /er/ sound as in *butter* or start with a soft /y/ sound as in *your* and glide into an /or/ sound as in *organ*.

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

#### SPELLING WORDS

1. security
2. creature
3. curable
4. manure
5. tourist
6. pasteurize
7. journalism
8. courteous
9. allure
10. assurance
11. entrepreneurial
12. obscure
13. nourish
14. contour
15. ensure
16. detour
17. brochure
18. featured
19. mature
20. cultural

Long /oo/ to /er/ "ure"

Long /oo/ to /er/ "eur"

Long /oo/ to /er/ "our"

Soft /y/ to /or/ "our"

Soft /y/ to /or/ "ure"

## Lesson #22 /air/

### Spelling Focus

The /air/ sound is an *r*-controlled vowel. It has several different spellings.

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

#### SPELLING WORDS

1. unaware
2. therefore
3. errand
4. carelessly
5. staircase
6. era
7. forbearance
8. characteristic
9. strawberry
10. wherever
11. millionaire
12. underwear
13. welfare
14. swear
15. disciplinary
16. unfairly
17. therapy
18. daredevil
19. clairvoyant
20. merrily

air

\_are

err

\_ear

er

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## Lesson #23 Accent Shift

### Spelling Focus

When adding on suffixes to words that have two or more syllables, the accented syllable frequently changes to the syllable right before the one or two-syllable suffix as in *converse* and *conversation*. The accent is on the *e* in “verse,” but the accent changes to the *a* in “sa.”

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

#### SPELLING WORDS

1. history/historic
2. preserve/  
preservation
3. ecology/ecological
4. represent/  
representation
5. plural/plurality
6. harmony/  
harmonious
7. abnormal/abnormality
8. perjury/perjurious
9. fiction/fictitious
10. romance/romantic
11. civilize/civilization
12. hypocrite/hypocritical
13. astronomy/  
astronomical
14. central/centrality
15. duplicate/  
duplication
16. personify/  
personification
17. bureaucrat/  
bureaucracy
18. theocracy/theocratic
19. aristocrat/  
aristocracy
20. continue/continuation

\_ic

\_ation

\_ical

\_ity

ious

t changes to c



## Lesson #24 w-controlled Vowels

### Spelling Focus

The *w* can influence the sounds of vowels, and these sound-spellings such as *aw* are known as *w*-controlled vowels. The /w/ sound represented by *w* is not /wuh/. Its correct sound is similar to the /oo/ sound, but with the lips slightly more closed.

The three *w*-controlled vowels are *aw* as in *awful*; *ew* as in *brewing*; and *ow* as in *crowded*. The same sounds can be represented by different spellings.

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

### SPELLING WORDS

1. withdraw
2. launchpad
3. swallow
4. cowardness
5. foreshadow
6. thousand
7. ghoulish
8. thorough
9. waterfowl
10. eunuch
11. unchewable
12. wounded
13. pronounce
14. although
15. haunches
16. flawless
17. pewter
18. eureka
19. corkscrew
20. jewels

If there is a second consonant after the *n*, spell “au.”

**aw**

**au**

**ew as in *few***

**eu as in *feud***

**ew as in *new***

**ou as in *you***

**ow as in *cow***

**ou as in *out***

**ow as in *grow***

**ough as in *dough***

## Lesson #25 Assimilations

### Spelling Focus

When the last letter of a prefix changes to match the first letter of a base, the prefix is called an *assimilated prefix*. The meaning of the prefix doesn't change, only the spelling. Often the spelling change makes the word easier to pronounce.

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

#### SPELLING WORDS

1. offensive
2. collection
3. commission
4. opposition
5. supplement
6. eruption
7. affection
8. effective
9. divisible
10. acceptance
11. correspondent
12. aggressive
13. irreducible
14. implausible
15. appealing
16. suffocate
17. diffusion
18. assimilate
19. suppressive
20. attractive

ob (against)  
to of, op

ad (toward)  
to ac, af, ag, ap, as, at

dis (apart, not) to dif, div

in (not)  
to im, ir

con (against)  
to col, com, cor

sub (under)  
to suf, sup, sus

ex (out of)  
to e, ef

## Lesson #26 Schwa Suffixes

### Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft /ă/ or /ĩ/ sound and appears in unaccented syllables. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound in a suffix.

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

#### SPELLING WORDS

1. impalas
2. interim
3. martyrdom
4. intensify
5. doctorate
6. illiteracy
7. affidavit
8. photosynthesis
9. functional
10. studded
11. jacket
12. ballot
13. penicillin
14. hickory
15. asbestos
16. linen
17. salary
18. livery
19. tandem
20. garrison

a\_

e\_

i\_

o\_

## Lesson #27 “ti” /sh/ Suffixes

### Spelling Focus

Suffixes beginning with “ti” follow with a schwa sound. The schwa is the most common vowel sound in the English language. Its sound is a soft /ǘ/ or /ĩ/ sound and appears in unaccented syllables. For example, in *sofa* the “a” has the schwa sound. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound.

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

#### SPELLING WORDS

1. frustration
2. flirtatious
3. hallucination
4. Martian
5. repetitious
6. impartial
7. jurisdiction
8. substantial
9. patience
10. exploitation
11. cancellation
12. Venetian
13. facetious
14. resignation
15. inferential
16. Egyptian
17. rationalization
18. martial
19. dalmatian
20. cautiously

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## Lesson #28 “ci” /sh/ Suffixes

### Spelling Focus

Suffixes beginning with “ci” follow with a schwa sound. The schwa is the most common vowel sound in the English language. Its sound is a soft /ǘ/ or /ĩ/ sound and appears in unaccented syllables. Each of the common vowels (*a, e, i, o, and u*) can make the “schwa” sound.

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

#### SPELLING WORDS

1. delicious
2. beautician
3. suspicious
4. sacrificial
5. efficient
6. conscience
7. precious
8. judicial
9. statistician
10. spacious
11. diagnostician
12. financial
13. obstetrician
14. sufficient
15. commercial
16. ferocious
17. technician
18. omniscience
19. fallacious
20. electrician

cious

cian

cial

science

cient

## Lesson #29 “i” /ē/ Suffixes

### Spelling Focus

Suffixes are often connected to their bases with “i” transition spellings. These “i” transitions may have the long /ē/ sound and follow with a suffix beginning with the schwa sound. Often the long /ē/ sound may be an “i” that has been changed from an ending “y”; however, there are several other “i” spellings to practice.

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

#### SPELLING WORDS

1. janitorial
2. fastidious
3. convenient
4. claustrophobia
5. ingredient
6. ambiance
7. illustrious
8. valiant
9. radiant
10. encyclopedia
11. obedience
12. perennial
13. experience
14. injurious
15. cafeteria
16. transient
17. deviance
18. bacteria
19. precarious
20. gradient

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

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

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

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

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

### Assessment Formats

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

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

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

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

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

### FRONT SIDE

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

### BACK SIDE

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



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

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

## **Administration**

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

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

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

## **Correction**

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

## **Recording the Data**

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

## Diagnostic Spelling Assessment (Canadian English Version)

1.	bumper	The car bumper had a large dent.	bumper	<b>Short Vowels</b>
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	
7.	provide	She can provide all of the details.	provide	<b>Silent Final e</b>
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	<b>Consonant Digraphs</b>
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Long /a/</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.	neighbour	My neighbour wakes up early each morning.	neighbour	
25.	maybe	He thought maybe they would agree.	maybe	<b>Long /e/</b>
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	
31.	bicycle	She got a bicycle for her birthday.	bicycle	<b>Long /i/</b>
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	
39.	human	She was a great human being.	human	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	

End of Grade 2 Test Items

## Diagnostic Spelling Assessment (Canadian English Version)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
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	<b>/aw/</b>

### End of Grade 3 Test Items

56.	curling	She liked curling her hair with her fingers.	curling	
57.	theatre	They went to the theatre to see the play.	theatre	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	colour	He can name each colour in the rainbow.	colour	<b>r-controlled</b>
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	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>

### End of Grade 4 Test Items

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



## Diagnostic Spelling Assessment (Canadian English Version)

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

### End of Grade 5 Test Items

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

### End of Grade 6 Test Items

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

### End of Grade 7 Test Items

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

### End of Grade 8 Test Items



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[illegible]

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[illegible]

[illegible]

[illegible]

## Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z		"rh"		"ch"		"ogue"		"ae"		"oe"		/ion/		C.-le		Schwa		"able"		"ible"		"ance"		"ence"	
Worksheet #s	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106								
Teacher																												
Class																												
Student Names	Drop Final y before Suffix	Keep Final y before Suffix	Double l, f, s, z	Drop l with "all," "till," and "full"	Greek /er/ "rh"	Greek /k/ "ch"	Greek "ogue"	Latin "ae"	Latin "oe"	/ion/ "sion"	/ion/ "cian"	/ion/ "ion"	Short Vowel- Consonant-le	Other Vowels- Consonant-le	Short Schwa	Long Schwa	"able"	"ible"	"ance"	"ence"								
					</																							

## NOTES

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# Spelling Pattern Worksheets

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

Each of these 106 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, **Spelling Pattern Worksheet #1 Short u 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 106 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 (found at the end of this section) and place these in binders for students to self-correct.
3. Display one of the 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. _re
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. _our
10. o_e	<b>Long <i>u</i> Sound Vowels</b>	
11. u_e	39. u	<b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b>
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 rooster</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>ow Sound as in woodpecker</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 cow</b>	69. “ell”
22. _ay	48. _ow	
23. ai_	49. ou_	<b>/j/</b>
24. ei		
	<b>oi Sound</b>	70. “dge”
<b>Long <i>e</i> Sound Vowels</b>	50. oi_	71. “ge”
25. e	51. _oy	<b>“ie”/“ei”</b>
26. _ee		72. “ie”
27. [c]ei		73. “ei”
28. _y		
29. ea		
30. Vowel		

## Sound-Spelling Patterns Scope and Sequence

### Plurals

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

### Silent Letters

- 79. “mb”
- 80. “gn”

### Final *e*

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

### /ch/

- 83. /ch/ “tch”
- 84. /ch/ “ch”

### Consonant Digraph Sounds

- 85. /k/ “c” and “ck”
- 86. /k/ “k”

### Final *y*

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

### *l, f, s, z*

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

### Greek Spellings

- 91. “rh”
- 92. “ch”
- 93. “ogue”

### Latin “ae”/ “oe”/Plurals

- 94. anaesthesia
- 95. apnoea

### /ion/

- 96. /ion/ “sion”
- 97. /ion/ “cian”
- 98. /ion/ “tion”

### Consonant-“le”

- 99. Short Vowel-Consonant-le
- 100. Other Vowel-Consonant-le

### Schwa

- 101. Short Schwa
- 102. Long Schwa

### “able”/“ible”

- 103. “able”
- 104. “ible”

### “ance”/“ence”

- 105. “ance”
- 106. “ence”

## Spelling Pattern Worksheet #1

### Short *u* Sound “u”

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

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

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

#### Short *u* Sound “u” Spellings

#### Other “u” Spellings

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

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

usckt _____	ncurhc _____
tsydu _____	tnpuemnihs* _____

\*Bonus

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

truck _____	trunk _____
judge _____	bluff _____

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #2

### Short *o* Sound “o”

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

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

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

#### Short *o* Sound “o” Spellings

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#### Other “o” Spellings

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

stoc	_____	lckoc	_____
lonbd	_____	glbbreoni*	_____

\*Bonus

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

stop	_____	lost	_____
knock	_____	mob	_____

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

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## Spelling Pattern Worksheet #3

### Short *i* Sound “i”

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

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

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

Short *i* “i” Spellings

Other “i” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #4

### Short *e* Sound “e”

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

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

error  
kettle

best  
neighbour

stretch  
beg

perceive  
greet

credit  
met

meat  
beside

#### Short *e* “e” Spellings

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#### Other “e” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #5

### Short *a* Sound “a”

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

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

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

#### Short *a* “a” Spellings

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#### Other “a” Spellings

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

ntsad	_____	slta	_____
ckrcare	_____	gdrnoutlebat*	_____

\*Bonus

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

stack	_____	pad	_____
sat	_____	band	_____

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

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## Spelling Pattern Worksheet #6

### Short *e* Sound “ea”

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

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

really  
spread

early  
measure

ready  
speak

pear  
meant

beautiful  
deal

pleasant  
bead

#### Short *e* “ea” Spellings

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#### Other “ea” Spellings

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

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

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

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

dhxae \_\_\_\_\_ sadteni \_\_\_\_\_

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

\*Bonus

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

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## Spelling Pattern Worksheet #7

### Long *i* Sound “i\_e”

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

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

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

#### Long *i* “i\_e” Spellings

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#### Other “i\_e” Spellings

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

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

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

\*Bonus

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

fine \_\_\_\_\_ pride \_\_\_\_\_

bite \_\_\_\_\_ size \_\_\_\_\_

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

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## Spelling Pattern Worksheet #8

### Long *a* Sound “a\_e”

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

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

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

#### Long *a* “a\_e” Spellings

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#### Other “a” Spellings

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

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

fesa \_\_\_\_\_ eespkkae\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #9

### Long *u* Sound “u\_\_e”

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

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

compute  
dude

mule  
rebut

rude  
commune

attitude  
altitude

dune  
tune

indicate  
confuse

#### Long *u* “u\_e” Spellings

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#### Other “u\_e” Spellings

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

tuec \_\_\_\_\_ buterit \_\_\_\_\_

utme \_\_\_\_\_ centmuo\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #10

### Long *o* Sound “o\_\_e”

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

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

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

#### Long *o* “o\_e” Spellings

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#### Other “o” Spellings

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

polse	_____	kehoc	_____
nobe	_____	senolmeo*	_____

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

hope	_____	phone	_____
broke	_____	mole	_____

\*Bonus

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

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## Spelling Pattern Worksheet #11

*oo* Sound “u\_e”

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

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

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

Long *oo* “u\_e” Spellings

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Other “u\_e” Spellings

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

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

eltfu \_\_\_\_\_ dtttieau\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #12

z Sound “\_se”

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

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

those  
rose

posies  
lose

dose  
loose

used  
toes

goose  
close

please  
case

Long z “\_se” Spellings

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Other “s” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #13

*l* Sound “\_le”

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

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

gargle  
label

angel  
camel

raffle  
carousel

mantle  
mantel

stable  
funnel

ladle  
popsicle

*l* Sound “\_le” Spellings

Other “l” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #14

v Sound “\_ve”

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

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

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

v Sound “\_ve” Spellings

Other “v” Spellings

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

vahe \_\_\_\_\_ vomde \_\_\_\_\_

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #15

*e* Sound “i\_e”

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

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

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

Long *e* “i\_e” Spellings

Other “i\_e” Spellings

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

iopce \_\_\_\_\_ stpregie \_\_\_\_\_  
rilatne \_\_\_\_\_ rinsbumea\* \_\_\_\_\_

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #16

### *sh* Sound “sh”

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

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

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

#### *sh* Sound “sh” Spellings

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#### Other Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #17

*ch* Sound “ch” and “\_tch”

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

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

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

*ch* Sound “ch” and “\_tch” Spellings

Other Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #18

### *th* Sound “th”

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

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

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

#### *th* Sound “th” Spellings

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#### Other Spellings

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

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

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

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #19

*hw* Sound “wh\_”

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

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

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

*hw* Sound “wh\_” Spellings

Other “w” Spellings

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

twah \_\_\_\_\_ henw \_\_\_\_\_

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #20

*f* Sound “ph”

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

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

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

*f* “ph” Spellings

Other “p” Spellings

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

pgrah	_____	ncsipoh	_____
noyph	_____	umphtri*	_____

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #21

### Long *a* Sound “a”

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

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

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

#### Long *a* “a” Spellings

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#### Other “a” Spellings

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

tstea	_____	tnanio	_____
bleats	_____	gneetare*	_____

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #22

### Long *a* Sound “\_ay”

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

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

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

#### Long *a* “\_ay” Spellings

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#### Other “a” Spellings

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

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

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

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #23

### Long *a* Sound “ai\_”

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

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

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

#### Long *a* “ai\_” Spellings

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#### Other “a” Spellings

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

dirba	_____	iltar	_____
maigni	_____	romstnair*	_____

\*Bonus

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

strain	_____	aid	_____
fail	_____	air	_____

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

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## Spelling Pattern Worksheet #24

### Long *a* Sound “ei”

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

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

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

#### Long *a* “ei” Spellings

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#### Other “ei” Spellings

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

geibe \_\_\_\_\_ eigrn \_\_\_\_\_

ghytei \_\_\_\_\_ ograbhenis\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #25

### Long *e* Sound “e”

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

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

cedar  
reach

early  
measure

ready  
fever

detail  
meant

revis  
predict

leading  
beside

#### Long *e* “e” Spellings

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#### Other “e” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #26

### Long *e* Sound “\_ee”

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

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

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

#### Long *e* “ee” Spellings

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#### Other “ee” Spellings

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

feeb	_____	elryef	_____
ekse	_____	freeree*	_____

\*Bonus

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

need	_____	fee	_____
reef	_____	peek	_____

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

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## Spelling Pattern Worksheet #27

### Long *e* Sound “[c]ei”

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

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

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

#### Long *e* “[c]ei” Spellings

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#### Other “ei” Spellings

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**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. \_\_\_\_\_

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

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## Spelling Pattern Worksheet #28

### Long *e* Sound “\_y”

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

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

bicycles  
cyclone

early  
country

ready  
horrify

sly  
untying

beauty  
berry

fairy  
goodbye

Long *e* “\_y” Spellings

Other “y” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #29

### Long *e* Sound “ea”

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

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

really  
reach

early  
pleasure

heavy  
speak

leaves  
feather

beautiful  
wear

reading  
treat

#### Long *e* “ea” Spellings

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#### Other “ea” Spellings

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**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.

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## 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

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#### Other “i” Spellings

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**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.

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## 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

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#### Other “i” Spellings

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**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.

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## 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

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#### Other “y” Spellings

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

iycgrrn \_\_\_\_\_ noecyle \_\_\_\_\_

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #34

Long *i* Sound “\_ie”

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

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

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

Long *i* “\_ie” Spellings

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Other “ie” Spellings

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**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.

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## 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

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#### Other “o” Spellings

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**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.

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## 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

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#### Other “o” Spellings

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**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.

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## Spelling Pattern Worksheet #37

### Long *o* Sound “oa\_”

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

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

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

#### Long *o* “oa\_” Spellings

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#### Other “o” Spellings

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

coat	_____	roast	_____
goad	_____	cloak	_____

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

ostac	_____	blsatoai	_____
tgoas	_____	otcpto*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #38

### Long o Sound “ow”

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

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

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

#### Long o “ow” Spellings

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#### Other “ow” Spellings

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**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.

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## 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

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#### Other “u” Spellings

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

nupy	_____	tnebu	_____
ccbui	_____	scaniimu*	_____

\*Bonus

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

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

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

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## 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

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#### Other “ew” Spellings

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**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.

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## Spelling Pattern Worksheet #41

### Long *u* Sound “\_ue”

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

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

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

#### Long *u* “\_ue” Spellings

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#### Other “ue” Spellings

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

graue	_____	nuevea	_____
lvaue	_____	bbcuraee*	_____

\*Bonus

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

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

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

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## 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

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**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.

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## Spelling Pattern Worksheet #43

*oo* Sound as in *rooster* “\_ue”

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

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

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

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

Other “ue” Spellings

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**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.

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## Spelling Pattern Worksheet #44

*oo* Sound as in *rooster* “u”

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

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

cushion  
truly

butcher  
duties

spun  
prudent

Pluto  
super

beautiful  
tunic

fueling  
sugar

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

Other “u” Spellings

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

rrmou \_\_\_\_\_ dstuett \_\_\_\_\_

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

\*Bonus

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

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

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

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

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## 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

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

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

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

\*Bonus

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

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

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

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

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## 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

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Other “oo” Spellings

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**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.

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## Spelling Pattern Worksheet #47

*oo* Sound as in *woodpecker* “\_u\_”

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

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

cushion  
butcher

octopus  
museum

pushpin  
judicial

trucker  
sugar

dust  
sunshine

pussycat  
cube

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

Other Sound Spellings

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**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.

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## 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

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

wnto	_____	wovel	_____
dowry	_____	syobcow*	_____

\*Bonus

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

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

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

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## 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

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**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.

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## 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

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**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.

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## Spelling Pattern Worksheet #51

*oi* Sound “\_oy”

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

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

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

*oi* Sound “\_oy” Spellings

Other Sound Spellings

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

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

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

\*Bonus

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

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

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

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

## Spelling Pattern Worksheet #52

*aw* Sound “aw”

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

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

laugh  
straw

awkward  
also

drawing  
caught

although  
yawned

above  
master

crawl  
sprawl

*aw* Sound “aw” Spellings

Other Sound Spellings

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**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.

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## 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

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

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

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

\*Bonus

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

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

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

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

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## 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

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #55

*aw* Sound “all”

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

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

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

*aw* Sound “all” Spellings

Other Sound Spellings

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

llaw \_\_\_\_\_ seblaba \_\_\_\_\_

llsta \_\_\_\_\_ wayllah\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #56

*r*-controlled “ur”

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

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

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

*er* Sound “ur” Spellings

Other Sound Spellings

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**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.

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## Spelling Pattern Worksheet #57

*r*-controlled “er” and “re”

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

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

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

/er/ Sound Spellings

Other Sound Spellings

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

rnest \_\_\_\_\_ rltie \_\_\_\_\_

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #58

*r*-controlled “ir”

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

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

spurt  
cursing

start  
dirty

stern  
thirsty

shirt  
twirl

squir  
germs

portable  
whirl

*er* Sound “ir” Spellings

Other Sound Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #59

*r*-controlled “ar”

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

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

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

*ar* Sound “ar” Spellings

Other *r*-controlled Spellings

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

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

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

\*Bonus

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

star \_\_\_\_\_ arm \_\_\_\_\_

lard \_\_\_\_\_ art \_\_\_\_\_

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

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## Spelling Pattern Worksheet #60

*r*-controlled “or” and “our”

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

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

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

**/or/ Sound Spellings**

**Other *r*-controlled Spellings**

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

rtyfo \_\_\_\_\_ bwrnen \_\_\_\_\_

blaruo \_\_\_\_\_ rdebors\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #61

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

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

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

custom  
kitchen

lacy  
snorkel

cinnamon  
cider

cedar  
panic

capital  
check

cent  
cyclone

Hard *c* Spellings

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Other Sound Spellings

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

ctahc \_\_\_\_\_ ccbreumu \_\_\_\_\_  
nnekel \_\_\_\_\_ mcktaeech\* \_\_\_\_\_

\*Bonus

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

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

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

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## 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

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**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. \_\_\_\_\_

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

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## 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

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#### Other “g” Spellings

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**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.

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## 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

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #65

Soft y Long /e/

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

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

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

**Soft y Long /e/ Spellings**

**Other y Spellings**

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

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

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

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

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

\*Bonus

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

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## 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

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

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

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

cingry	_____	pryel	_____
sujfyti	_____	rlunydieng*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #67

### Double Consonant before Suffix

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

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

drummer  
entered

prediction  
hopeless

unfairness  
permitted

stopping  
baggage

Double Consonant before Suffix

No Double Consonant before Suffix

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

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

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

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

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

\*Bonus

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

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## Spelling Pattern Worksheet #68

### Single Consonant before Suffix

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

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

biggest  
suffering

equipment  
admitted

weakness  
batteries

convention  
shocking

Single Consonant before Suffix

Double Consonant before Suffix

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

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

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

nitiwag \_\_\_\_\_ satbeld \_\_\_\_\_

reouislsy \_\_\_\_\_ voengremnt\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #69

“\_ell”

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

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

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

“\_ell” Accented Syllables

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“\_ell” Unaccented Syllables

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

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

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

eucllrer	_____	dettollda	_____
tsdaemill	_____	sllrcyaetzi*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #70

/j/ “\_dge”

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

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

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

/j/ “\_dge” Spellings

Other /j/ Spellings

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

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

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

elgepd	_____	gfteid	_____
dloge	_____	ujimsgde*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #71

/j/ “\_ge”

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

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

wages

budget

gauge

large

confusion

gorgeous

perjury

logic

region

hedge

reject

energy

/j/ “\_ge” Spellings

Other /j/ Spellings

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**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.

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## Spelling Pattern Worksheet #72

“\_ie”

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

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

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

**Long /e/ “\_ie” Spellings**

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**Long /i/ “\_ie” Spellings**

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**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.

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## Spelling Pattern Worksheet #73

“ei”

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

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

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

**Long /e/ “\_ei” Spellings**

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**Long /a/ “ei” Spellings**

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**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.

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## Spelling Pattern Worksheet #74

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

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

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

rodeos  
alleys

ratios  
jerseys

subways  
bellboys

Fridays  
stereos

guy  
videos

duos  
trios

#### Vowel-“o” Plural Spellings

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#### Vowel-“y” Plural Spellings

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

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

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

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

ptaois \_\_\_\_\_ duaois \_\_\_\_\_

yskenod \_\_\_\_\_ drysouorc\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #75

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

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

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

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

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

Other “es” Plural Spellings

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**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.

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## Spelling Pattern Worksheet #76

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

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

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

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

Change y to i and add “es”

Consonant-“o” add “es”

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**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.

tesiuD \_\_\_\_\_ odes \_\_\_\_\_

sehos \_\_\_\_\_ viesaacnc\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #77

### Change “fe” to “ves” to Form Plurals

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

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

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

#### Change “fe” to “ves” Spellings

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#### Other “es” Spellings

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**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.

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## Spelling Pattern Worksheet #78

### Irregular Plurals

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

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

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

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**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.

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## Spelling Pattern Worksheet #79

### Silent Vowel Letters

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

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

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

**Silent Vowel Letters**

**Other Spellings**

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

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

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

obmt	_____	raeb	_____
tuifr	_____	oppeel*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #80

### 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**

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

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

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

nokt \_\_\_\_\_ lkat \_\_\_\_\_

elosnm \_\_\_\_\_ stnoebmot\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #81

### Drop Final *e* before Suffix

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

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

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

#### Drop Final *e* before Suffix

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#### Keep Final *e* before Suffix

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**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	_____
lcsyle	_____	tementa*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #82

### Keep Final *e* before Suffix

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

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

#### Suffix Begins with Consonant

#### Soft “c” or “g”-able

#### Soft *g*“-ous

#### Root ends in “ee”

#### Root ends in “oe”

#### Root ends in “ye”

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

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

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

reylus	_____	teveod	_____
eyds	_____	ecblaeape*	_____

\*Bonus

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

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

## Spelling Pattern Worksheet #83

/ch/ “\_tch”

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

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

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

/ch/ “\_tch” Spellings

/ch/ “\_ch” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

hncub \_\_\_\_\_ chtap \_\_\_\_\_

niehacm \_\_\_\_\_ kstengich\* \_\_\_\_\_

\*Bonus

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

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\_\_\_\_\_.

## Spelling Pattern Worksheet #84

/ch/ “\_ch”

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

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

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

/ch/ “ch” Spellings

/ch/ “tch” Spellings

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

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

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

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

nhcar _____	stnach _____
thcip _____	ochuedsl* _____

\*Bonus

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

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\_\_\_\_\_.

## Spelling Pattern Worksheet #85

/k/ “\_c” and “\_ck”

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

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

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

/k/ “\_c” Spellings

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/k/ “\_ck” Spellings

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**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	_____	rsekcac	_____
caoint	_____	qckuniga*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #86

/k/ “k”

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

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

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

/k/ “k” Spellings

Other /k/ Spellings

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**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.

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## Spelling Pattern Worksheet #87

### Drop Final y before Suffix

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

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

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

**Change Final “y” to “i” before Suffix**

**Keep Final y before Suffix**

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

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

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

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

redit	_____	ginyla	_____
tiesabiil	_____	nnoniyga*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_



## Spelling Pattern Worksheet #88

### Keep Final y before Suffix

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

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

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

**Keep “y” with Vowel–“y”**

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

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**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.

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## Spelling Pattern Worksheet #89

Double *l, f, s, z*

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

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

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

Double *l, f, s, z* Spellings

Other *l, f, s, z* Spellings

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**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.

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## Spelling Pattern Worksheet #90

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

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

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

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

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

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

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

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

rmonal	_____	ulnifap	_____
rdeayla	_____	tfluyra*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #91

Greek /er/ “rh”

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

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

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

/er/ “rh” Spellings

Other Spellings

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**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.

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## Spelling Pattern Worksheet #92

Greek /k/ “ch”

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

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

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

/k/ “ch” Spellings

Other /k/ Spellings

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

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

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

ridoch \_\_\_\_\_ rusohc \_\_\_\_\_

hemecs \_\_\_\_\_ hnicaecm\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #93

Greek “ogue”

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

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

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

**Canadian Spellings**

**American Spellings**

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

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

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

gauealno	_____	vargoeulte	_____
eggmaeduo	_____	laegeiduo*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #94

Latin “ae”

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

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

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

Canadian Spellings

American Spellings

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

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

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

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

roolsea	_____	lraiea	_____
etarea	_____	botaeciar*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_.



## Spelling Pattern Worksheet #95

### Latin “oe” and Latin Plurals

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

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

diarrhoea    maneuver    apnoea    apnea    amoeba  
onomatopoeia    subpoena    manoeuvre    phoenix    diarrhea

Canadian Spellings

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American Spellings

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Canadian and American Spellings

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**FOCUS** Latin plural spellings are quite consistent.

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

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

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## Spelling Pattern Worksheet #96

*/ion/* “sion”

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

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

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

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

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*/zyun/* “sion” Spellings

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

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

**JUMBLE** Write the word with the */ion/* “sion” spelling found in each jumbled word.

sionxelup	_____	ssesnio	_____
sasoinp	_____	nocsoinluv*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #97

*/ion/* “cian”

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

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

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

*/ion/* “cian” Spellings

Other */ion/* Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

**JUMBLE** Write the word with the */ion/* “cian” spelling found in each jumbled word.

cianiutaeb \_\_\_\_\_ ticpoain \_\_\_\_\_

siicahnyp \_\_\_\_\_ metnaicsoci\* \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_.

## Spelling Pattern Worksheet #98

*/ion/* “tion”

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

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

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

*/ion/* “tion” Spellings

Other */ion/* Spellings

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

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

**JUMBLE** Write the word with the */ion/* “tion” spelling found in each jumbled word.

ctinoa	_____	tannio	_____
cutnoia	_____	moteionla*	_____

\*Bonus

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

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## Spelling Pattern Worksheet #99

### Short Vowel-Consonant-le

**FOCUS** In addition to the common *a, e, i, o,* and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as *\_ble, \_cle, \_dle, \_fle, \_gle, \_ple, \_sle,* and *\_tle* in short vowel-consonant-le spellings (bubble, paddle).

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

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

Short Vowel-Consonant-le Spellings

Other Vowel-Consonant-le Spellings

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**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.

_____ n. _____	_____ p. _____
_____ n. _____	_____ 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.

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## Spelling Pattern Worksheet #100

### Other Vowel Instead of Short Vowel-Consonant-le Spellings

**FOCUS** In addition to the common *a, e, i, o,* and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as *\_ble, \_cle, \_dle, \_fle, \_gle, \_ple, \_sle,* and *\_tle* in both short vowel-consonant-le spellings (babble, meddle, little) and other vowel sound-consonant-le spellings (ladle, bugle, purple).

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

bugle	article	hassle	muscle	gentle	beetle
people	pimple	puddle	poodle	struggle	beagle
Short Vowel-Consonant-le Spellings			Other Vowel Sound-Consonant-le Spellings		
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**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.

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## Spelling Pattern Worksheet #101

### Short Schwa

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

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

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

#### Short Schwa Spellings

#### Other Vowel Spellings

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

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

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

**JUMBLE** Write the word with the short schwa spelling found in each jumbled word.

velrat	_____	nepir	_____
almina	_____	suaronid*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_



## Spelling Pattern Worksheet #102

### Long Schwa

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

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

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

#### Long Schwa Spellings

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#### Other Vowel Spellings

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**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. \_\_\_\_\_

**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.

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## Spelling Pattern Worksheet #103

“able”

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

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

flexible	terrible	variable	invisible	forcible	favorable
remarkable	convertible	applicable	huggable	inevitable	adorable

“able” Spellings

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“ible” Spellings

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

llbleays \_\_\_\_\_ errlebit \_\_\_\_\_

ilbseiv \_\_\_\_\_ mfocalbetro\* \_\_\_\_\_

\*Bonus

**WRITE** Compose a sentence two two of your own “able” spelling words.

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## Spelling Pattern Worksheet #104

“ible”

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

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

taxable	reliable	illegible	quotable	despicable	audible
singable	questionable	possible	edible	invincible	collapsible

“ible” Spellings

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“able” Spellings

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

lrrbieho _____	ssnbilee _____
lbleieg _____	eudrlbiec* _____

\*Bonus

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

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## Spelling Pattern Worksheet #105

“ant,” “ance,” and “ancy”

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

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

attendance	ingredient	applicant	clearance	circumference	endurance
decency	assurance	reference	intelligent	confidence	mutant

“ance” Spellings

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“ence” Spellings

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

sssaattin \_\_\_\_\_ cnyega \_\_\_\_\_

nterap \_\_\_\_\_ stncebusa\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #106

“ent,” “ence,” and “ency”

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

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

significance	sufficiency	avoidance	abundant	frequent	difference
alliance	contingency	irritant	coherence	extravagance	innocent

“ence” Spellings

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“ance” Spellings

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

forprenamce \_\_\_\_\_ snrterpee \_\_\_\_\_

engcyru \_\_\_\_\_ blancemeres\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet Answers

### Spelling Sort #1

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

### Jumble #1

stuck dusty  
crunch punishment

### Spelling Sort #2

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

### Jumble #2

cost blond  
clock slobbering

### Spelling Sort #3

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

### Jumble #3

pitch hidden  
ridge combination

### Spelling Sort #4

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

### Jumble #4

deck better  
chest narrowest

### Spelling Sort #5

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

### Jumble #5

stand last  
cracker battleground

### Spelling Sort #6

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

### Jumble #6

death instead  
tread breakfast

### Spelling Sort #7

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

### Jumble #7

site infinite  
spine underline

### Spelling Sort #8

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

### Jumble #8

crate make  
safe keepsake

### Spelling Sort #9

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

### Jumble #9

cute tribute  
mute commute

### Spelling Sort #10

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

### Jumble #10

slope choke  
bone lonesome

### Spelling Sort #11

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

### Jumble #11

rule tune  
flute altitude

### Spelling Sort #12

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

### Jumble #12

chose advise  
accuse disease

## Spelling Pattern Worksheet Answers

### Spelling Sort #13

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

### Jumble #13

able	oracle
fiddle	settlement

### Spelling Sort #14

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

### Jumble #14

have	moved
motive	receive

### Spelling Sort #15

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

### Jumble #15

police	prestige
latrine	submarine

### Spelling Sort #16

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

### Jumble #16

crush	splash
flesh	fisherman

### Spelling Sort #17

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

### Jumble #17

branch	crutch
couch	parchment

### Spelling Sort #18

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

### Jumble #18

with	these
moths	mathematics

### Spelling Sort #19

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

### Jumble #19

what	when
whine	meanwhile

### Spelling Sort #20

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

### Jumble #20

graph	phonics
phony	triumph

### Spelling Sort #21

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

### Jumble #21

taste	nation
stable	teenager

### Spelling Sort #22

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

### Jumble #22

stay	delay
gray	straying

### Spelling Sort #23

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

### Jumble #23

braid	trail
aiming	rainstorm

### Spelling Sort #24

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

### Jumble #24

beige	reign
eighty	neighbours



## Spelling Pattern Worksheet Answers

### Spelling Sort #25

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

### Jumble #25

beside delight  
review cemented

### Spelling Sort #26

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

### Jumble #26

beef freely  
seek referee

### Spelling Sort #27

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

### Jumble #27

deceit deceiving  
receive receipt

### Spelling Sort #28

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

### Jumble #28

duty mighty  
lady completely

### Spelling Sort #29

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

### Jumble #29

meat clean  
dreary pleased

### Spelling Sort #30

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

### Jumble #30

media medium  
lenient trivia

### Spelling Sort #31

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

### Jumble #31

pirate tricycle  
Bible silent

### Spelling Sort #32

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

### Jumble #32

sight bright  
higher delightful

### Spelling Sort #33

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

### Jumble #33

crying cyclone  
justify myself

### Spelling Sort #34

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

### Jumble #34

died tied  
cries untried

### Spelling Sort #35

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

### Jumble #35

ocean also  
lotion obesity

### Spelling Sort #36

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

### Jumble #36

toes poems  
goes woeful

## Spelling Pattern Worksheet Answers

### Spelling Sort #37

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

### Jumble #37

coast	sailboat
goats	topcoat

### Spelling Sort #40

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

### Jumble #40

fewest	nephew
curfew	jeweler

### Spelling Sort #43

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

### Jumble #43

true	glued
duels	untrue

### Spelling Sort #46

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

### Jumble #46

stood	cooking
hood	roofer

### Spelling Sort #38

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

### Jumble #38

grown	towing
stowed	bowtie

### Spelling Sort #41

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

### Jumble #41

argue	avenue
value	barbecue

### Spelling Sort #44

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

### Jumble #44

runner	student
futon	fluency

### Spelling Sort #47

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

### Jumble #47

push	pudding
input	rosebush

### Spelling Sort #39

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

### Jumble #39

puny	butane
cubic	musician

### Spelling Sort #42

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

### Jumble #42

food	spoonful
boot	raccoons

### Spelling Sort #45

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

### Jumble #45

drew	corkscrew
stew	newborn

### Spelling Sort #48

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

### Jumble #48

town	vowel
rowdy	cowboys

## Spelling Pattern Worksheet Answers

### Spelling Sort #49

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

### Jumble #49

spouse	doubt
ground	ourselves

### Spelling Sort #50

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

### Jumble #50

coil	moist
foil	avoided

### Spelling Sort #51

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

### Jumble #51

joyful	employ
boyish	destroying

### Spelling Sort #52

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

### Jumble #52

laws	drawl
pawn	jawbone

### Spelling Sort #53

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

### Jumble #53

taught	auditorium
caught	audience

### Spelling Sort #54

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

### Jumble #54

almost	false
normal	immortal

### Spelling Sort #55

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

### Jumble #55

wall	baseball
stall	hallway

### Spelling Sort #56

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

### Jumble #56

murder	turning
surf	hurler

### Spelling Sort #57

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

### Jumble #57

stern	litre
herself	feathers

### Spelling Sort #58

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

### Jumble #58

stir	squirm
third	chirping

### Spelling Sort #59

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

### Jumble #59

charm	starting
shark	charcoal

### Spelling Sort #60

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

### Jumble #60

forty	newborn
labour	borders

## Spelling Pattern Worksheet Answers

### Spelling Sort #61

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

### Jumble #61

catch	cucumber
kennel	checkmate

### Spelling Sort #62

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

### Jumble #62

cent	fancy
citrus	cementing

### Spelling Sort #63

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

### Jumble #63

guest	gone
gurgle	gasoline

### Spelling Sort #64

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

### Jumble #64

gems	general
giant	gymnasium

### Spelling Sort #65

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

### Jumble #65

friendly	handy
monkey	hobbyist

### Spelling Sort #66

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

### Jumble #66

crying	reply
justify	underlying

### Spelling Sort #67

drummer	prediction
stopping	unfairness
permitted	entered
baggage	hopeless

### Jumble #67

letting	cancelled
hopping	outwitted

### Spelling Sort #68

equipment	biggest
weakness	suffering
convention	admitted
shocking	batteries

### Jumble #68

waiting	blasted
seriously	government

### Spelling Sort #69

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

### Jumble #69

crueller	totalled
medallist	crystallize

### Spelling Sort #70

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

### Jumble #70

pledge	fidget
lodge	misjudge

## Spelling Pattern Worksheet Answers

### Spelling Sort #71

pages budget  
gauge conjunction

large perjury  
gorgeous hedge  
logic reject  
region energy

### Jumble #71

urge huge  
magic contagious

### Spelling Sort #72

relief fries  
field tied

niece lied  
frontier replies  
achieve tries  
belief cried

### Jumble #72

dries flies  
yield industries

### Spelling Sort #73

conceive weight  
perceive neighbour

conceit reins  
ceiling their  
deceit sleigh  
receipt faint

### Jumble #73

receive reindeer  
eighteen deceiver

### Spelling Sort #74

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

### Jumble #74

patios audios  
donkeys corduroys

### Spelling Sort #75

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

### Jumble #75

foxes dashes  
waxes canvases

### Spelling Sort #76

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

### Jumble #76

duties does  
shoes vacancies

### Spelling Sort #77

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

### Jumble #77

lives hooves  
ourselves dwarves

### Spelling Sort #78

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

### Jumble #78

deer oxen  
mine appendices

### Spelling Sort #79

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

### Jumble #79

tomb bear  
fruit people

### Spelling Sort #80

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

### Jumble #80

know talk  
solemn tombstone

### Spelling Sort #81

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

### Jumble #81

wasting quickly  
closely statement

### Spelling Sort #82

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

### Jumble #82

surely vetoed  
dyes peaceable



## Spelling Pattern Worksheet Answers

### Spelling Sort #83

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

### Jumble #83

bunch	patch
machine	sketching

### Spelling Sort #84

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

### Jumble #84

ranch	snatch
pitch	slouched

### Spelling Sort #85

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

### Jumble #85

traffic	packers
action	quacking

### Spelling Sort #86

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

### Jumble #86

locked	shaking
monkey	candlestick

### Spelling Sort #87

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

### Jumble #87

tried	laying
abilities	annoying

### Spelling Sort #88

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

### Jumble #88

bullying	dismayed
jockeying	accompanying

### Spelling Sort #89

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

### Jumble #89

buff	dismiss
teller	handcuff

### Spelling Sort #90

corporal	tall
until	pull
frightful	stan
unusual	full
postal	overfull
hastily	distill

### Jumble #90

normal	painful
already	artfully

### Spelling Sort #91

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

### Jumble #91

rhythmic	rhyming
rhinos	rhetoric

### Spelling Sort #92

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

### Jumble #92

orchid	chorus
scheme	mechanic

### Spelling Sort #93

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

### Jumble #93

analogue	travelogue
demagogue	ideologue

### Spelling Sort #94

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

### Jumble #94

aerosol	aerial
aerate	aerobic

## Spelling Pattern Worksheet Answers

### Spelling Sort #95

diarrhoea      maneuver  
apnoea          apnea  
manoeuvre      diarrhea  
  
onomatopoeia  
subpoena  
amoeba  
phoenix

### Spelling Sort #96

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

### Spelling Sort #97

magician          conviction  
politician          destination  
pediatrician      possession

### Jumble #96

expulsion      session  
passion          convulsion

### Jumble #97

beautician      optician  
physician      cosmetician

### Spelling Sort #98

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

### Spelling Sort #99

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

### Spelling Sort #100

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

### Jumble #98

action          nation  
auction          emotional

### Jumble #99

raffle          apple  
wrinkle      straddle

### Jumble #100

measles      noodle  
title          eagle

### Spelling Sort #101

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

### Spelling Sort #102

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

### Spelling Sort #103

variable          flexible  
favorable          terrible  
remarkable      invisible  
applicable      forcible  
huggable          convertible  
adorable          ineligible

### Jumble #101

travel          ripen  
animal          dinosaur

### Jumble #102

garage          other  
virus          tournament

### Jumble #103

syllable          terrible  
visible          comfortable

### Spelling Sort #104

illegible          taxable  
audible          reliable  
possible          quotable  
edible          despicable  
invincible      singable  
collapsible      questionable

### Spelling Sort #105

attendance      ingredient  
applicant          circumference  
clearance          decency  
endurance          reference  
assurance          intelligent  
mutant          confidence

### Spelling Sort #106

sufficiency      significance  
frequent          avoidance  
difference          abundant  
contingency      alliance  
coherence          irritant  
innocent          extravagance

### Jumble #104

horrible          sensible  
eligible          reducible

### Jumble #105

assistant          agency  
parent          substance

### Jumble #106

performance      represent  
urgency          resemblance



## NOTES

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## Spelling Resources Appendix

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### 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.**

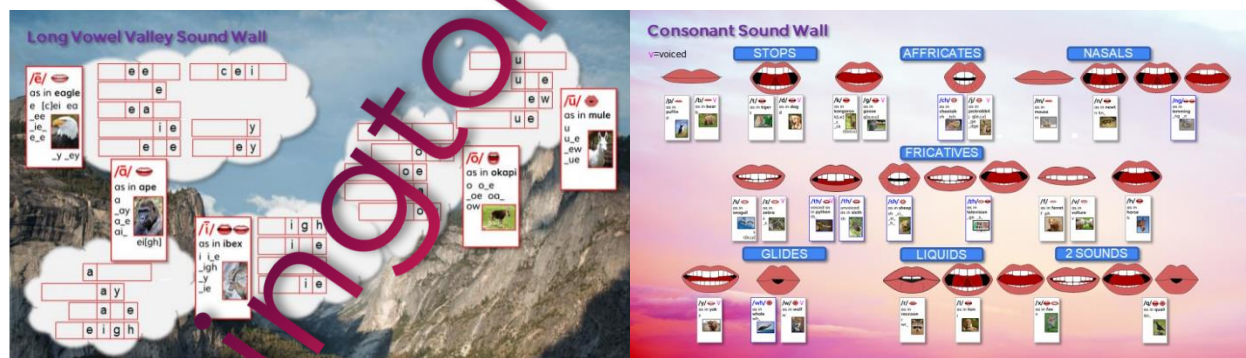
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

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**

**/ē/**  
as in eagle  
e [c]ei ea  
\_ee  
\_ie  
e\_e  
\_y \_ey

**/ĭ/**  
as in pig  
i \_y

**/ā/**  
as in ape  
a \_ay  
a\_e  
ai\_ eigh

**/ē/**  
as in gecko  
e \_ea

**/ĕ/**  
as in badger  
e

**/oi/**  
as in koi  
oi\_ \_oy

**/ow/**  
as in cow  
\_ow  
ou\_

**/ī/**  
as in ibex  
i \_ie  
\_igh  
\_y  
\_ie

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

**/ō/**  
as in otter  
o

**/ū/**  
as in mule  
u  
u\_e  
\_ew  
\_ue

**/oo/**  
as in rooster  
oo \_ue \_u  
u\_e \_ew u  
\_eu

**/oo/**  
as in woodpecker  
oo \_u\_

**/ō/**  
as in okapi  
o \_o\_e  
\_oe oa\_ ow

**/ū/**  
as in buffalo  
u

**/ar/**  
as in shark  
ar

**/or/**  
as in orca  
or  
ore

The diagram illustrates the 'Vowel Valley Sound Wall' with various vowel sounds arranged in a valley shape. Each sound is represented by a mouth diagram showing the tongue and lip position, a phonetic symbol, and example words. The sounds are categorized by lip and tongue positions: Tight Smile, Short Schwa, Puckered Lips, Slightly Opened, Long Schwa, and Fully Opened. A large diagonal watermark 'penningtonpublishing.com' is visible across the center.



# Short Vowel Valley Sound Wall

/ĭ/ 

as in pig

i  
\_y



	i	
	i	
	i	
	y	

/ĕ/ 

as in gecko

e \_ea



	e	
	e	
	e	a
	e	a

/ă/ 

as in badger

a



	a	
	a	
	a	
	a	

/ŏ/ 

as in otter

o



	o	
	o	
	o	
	o	

/ŭ/ 

as in buffalo

u



	u	
	u	
	u	
	u	



# Long Vowel Valley Sound Wall

/ē/

as in eagle

e [c]ei ea

\_ee

\_ie\_

e\_e

\_y\_ey

e e

e

e a

i e

e e

c e i

y

e y

/ā/

as in ape

a

\_ay

a\_e

ai\_

ei[gh]

/ī/

as in ibex

i i\_e

\_igh

\_y

\_ie

l g h

i e

y

i e

a

a y

a e

e i g h

u

u e

e w

u e

/ū/

as in mule

u

u\_e

\_ew

\_ue

o

o e

o a

o w

/ō/

as in okapi

o o\_e

\_oe oa\_

ow



# Diphthong Valley Sound Wall

/oi/

as in koi  
oi\_ \_oy



	o	i	
	o	i	
		o	y
		o	y

/ow/

as in cow  
\_ow  
ou\_



		o	w	
		o	w	
		o	u	
		o	u	

		a	w		
	a	u	g	h	t
		a	u		
		a	i		
		a	i	i	

/aw/

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



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

		o	
	o	o	
	u		
	u		

/oo/

as in rooster  
oo \_ue \_ui  
u\_e \_ew u  
\_eu



/oo/

as in woodpecker  
oo  
\_u\_



Visual Watermark



# r-Controlled Vowel Valley Sound Wall

**/er/**   
as in ermine  
er  
ir  
ur



	e	r	
		i	r
	u	r	

**/ar/**   
as in shark  
ar



	a	r	
		a	r
	a	r	
	a	r	

**/or/**   
as in orca  
or  
ore



	o	r		
		o	r	e
	o	r		
	o	r		



Visual Watermark



# Consonant Sound Wall

v=voiced

## STOPS

## AFFRICATES

## NASALS

## FRICATIVES

## GLIDES

## LIQUIDS

## 2 SOUNDS

/p/ as in puffin  
p



/b/ as in bear  
b



/t/ as in tiger  
t



/d/ as in dog  
d



/k/ as in kangaroo  
k [e] \_ck [a, o, u]



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




/ch/ as in cheetah  
ch \_tch



/j/ as in jackrabbit  
j \_gle \_dge



/m/ as in mouse  
m



/n/ as in newt  
n kn\_



/ng/ as in lemming  
\_ng \_n



/s/ as in seagull  
s c(e, y)



/z/ as in zebra  
z \_s



/th/ voiced as in python  
th\_



/th/ unvoiced as in sloth  
th\_



/sh/ as in sheep  
sh \_ci\_ \_ti\_



/zh/ as in television  
\_ge \_s\_



/f/ as in ferret  
f ph



/v/ as in vulture  
v



/h/ as in horse  
h



/y/ as in yak  
y



/wh/ as in whale  
wh\_



/w/ as in wolf  
w



/r/ as in raccoon  
r wr\_



/l/ as in lion  
l



/x/ as in fox  
x



/q/ as in quail  
qu\_





# Consonant Sound Wall Stops

v=voiced



/p/   
as in puffin  
p



p	
p	
	p
	p

/b/  v  
as in bear  
b



b	
b	
	b
	b

/t/   
as in tiger  
t



t	
t	
	t
	t

/d/  v  
as in dog  
d



d	
d	
	d
	d

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



k	i	
k	e	
	c	k
	c	k

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



g	a	
g	o	
g	u	
		g
		g

# Consonant Sound Wall Affricates

v=voiced



/ch/ 

as in  
cheetah  
ch \_tch



/j/  v

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




c	h		
c	h		
	c	h	
	t	c	h

j	
j	
j	
j	



# Consonant Sound Wall Nasals






**/m/**   
as in  
mouse  
m 

m	
m	
	m
	m

**/n/**   
as in newt  
n kn\_ 

n	
k	n
	n
	n

**/ng/**    
as in  
lemming  
\_ng \_n 

	n	g
	n	g
	n	
	n	



# Consonant Sound Wall Fricatives

v=voiced



/s/

as in seagull



s  
c[e,i,y]

s	
s	
	s
	s

/z/ v

as in zebra

z  
\_s



z	
z	
	z
	s

/th/ v

voiced as in python

th\_



t	h
t	h
t	h
t	h

/th/

unvoiced as in sloth

th




t	h
t	h
	t h
	t h

/sh/

as in sheep

sh \_ci\_  
\_si\_  
\_ti\_




s	h
s	h
	s h
	s h

/zh/

as in television

\_ge \_s\_



	s
	s i
	g e
	g e

/f/

as in ferret

f ph



f	
f	
	f
	p h

/v/

as in vulture

v



v	
v	
	v
	v

/h/

as in horse

h



h	
h	
	h
	h



# Consonant Sound Wall Glides



/y/  V


as in yak

y




y	
y	
	b y
	y i n g
	y s



/wh/ 

as in whale

wh\_



w	h	
w	h	
w	h	
w	h	

/w/ 

as in wolf

w



w	
w	
w	
w	

# Consonant Sound Wall Liquids



/r/ 

as in  
raccoon

r  
wr\_



r	
r	
r	
r	



/l/ 

as in lion

l



l	
l	
	l
	l



# Consonant Sound Wall 2 Sounds



/x/    
as in fox  
x 

	x
	x
	x

/q/    
as in quail  
qu\_ 

q	u	
q	u	
q	u	

## How to Study Spelling Words

---

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

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

## Spelling Proofreading Strategies

Follow these spelling proofreading strategies for editing your own stories and essays. Spelling researchers estimate that up to 50% of spelling errors can be self-corrected through effective proofreading. Try the practice exercises, then self-correct. The answers appear at the end of this lesson.

**1. Proofread one paragraph at a time.** Paragraphs are the writer's divisions of meaning. A new paragraph means a new topic or a new voice. Thus, the writer must deal with the old completely, before moving on to the new. Complete all of the following proofreading strategies before moving on to the next paragraph when reviewing a multi-paragraph story or essay.

**Directions:** Silently read the three paragraphs all the way through. Then, re-read one paragraph at a time, consciously looking for and marking errors with a slash (/). Most writers will find more errors when they focus on proofreading one paragraph at a time.

### Practice

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

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

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

**2. Read the paragraph out loud.** Pronunciation informs spelling and will provide an auditory check with the writer's own oral language skills read for grammar, usage, and word choice.

**Directions:** Read the following silently at a normal reading pace. Then read it out loud. Most will find that pronunciation helps the reader identify the correct words from the spelling errors.

### Practice

Wuns ah pawn ah tyem, dare wur deez tree leddel peegz zat lift en dah zaym playz. Eggsulee, day lift en dare owen homz en dah viludg. Wun uv deez howez s wuz mayd uv ster aw, uhnudder ov stah ix, weth dah vest wun billt owd uv ber ix.

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

VN

## Spelling Proofreading Strategies

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

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

### Practice

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

### Answers

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

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

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

.....

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

One morning, the village wolf came to blow these pigs’ houses down. The first ones came down easy, but the brick house wouldn’t fall. The dumb wolf climbed up on the roof and jumped down the chimney. The three little pigs had a boiling pot of water waiting in the fireplace. The wolf fell in the pot and the pigs ate him for lunch.

The End

.....

Of **course**, you were **probably** more **surprised than** I to **hear** about the difficulties they **were** **haveing**.



## Heart Words Spelling Assessment

The purpose of this whole class assessment is to determine which of the 108 high frequency heart words students can and cannot accurately spell.

A heart word includes one or more uncommon sound-spelling matches. Underlying the heart word concept is the premise that students should look first at all parts of the word and use their knowledge of the alphabetic code to decode (sound out) and encode (spell) the common sound-spellings. Second, students access their knowledge of the uncommon sound-spellings in the word. Third, students put together the common and uncommon sound-spellings to read and spell the word accurately.

Note that reading specialists and reading program authors will disagree about which sound-spellings are common and uncommon, so they will also disagree about which words are and are not heart words. However, all will agree that students need to be able to spell these words!

The **Heart Words Spelling Assessment** features words from the **Heart Words List**. This list was compiled from high frequency word studies and is featured in the author's [reading intervention program](#) for students in grades 4–adult.

### Administration

Students take the test on binder paper. Model how to number the spelling words before administering the test. Either play the 18:42 [audio file](#), which includes the administrative directions and test, or administer the test yourself.

Say—“This is a test to see if you can spell the words I say out loud. I will say the word, use it in a sentence, and say the word once more. Listen carefully because I won’t repeat the words after the test is finished.”

### Grading

Grade the **Heart Words Spelling Assessment** with slashes through the test item errors.

### Practice

Pass the graded test back to you students, and tell them to place it in their spelling folders to add misspelled words to their weekly personal spelling list.

On the **Heart Words List** draw hearts above “the part or parts to learn by heart” (the uncommon sound-spelling matches).

On binder paper, sort the heart words on the **Heart Words List** list by their vowel sounds. Next, sort the heart words by similar spellings of “the part or parts to learn by heart.”

## Heart Words Spelling Assessment

1.	won	The swimmer won the gold medal.	won
2.	the	I chose the red one.	the
3.	was	She was ready to leave.	was
4.	where	The teacher knows where the pencils are stored.	where
5.	a	He bought a (pronounce as /ŭh/) new cell phone.	a
6.	from	They just got home from school.	from
7.	give	My mom will give me a snack.	give
8.	to	We sent the package to you.	to
9.	friend	Her friend waited by the door.	friend
10.	of	That is the flag of Hawaii.	of
11.	love	We love our parents.	love
12.	want	Both of us want the same candy.	want
13.	buy	They may buy two tickets.	buy
14.	what	I know what to do.	what
15.	says	He says that dinner will be late.	says
16.	hour	I finished my homework in an hour.	hour
17.	ocean	The ocean waves were powerful.	ocean
18.	come	They can come to my party.	come
19.	move	We have to move the furniture.	move
20.	could	She could help her father with the project.	could
21.	heard	We heard him singing by himself.	heard
22.	wolf	The wolf at the zoo paced back and forth.	wolf
23.	said	My dad said he would come to my game.	said
24.	you	I already gave you the paper.	you
25.	father	His father mows the lawn.	father
26.	work	Her work was very important.	work
27.	some	I guess some is better than none.	some
28.	money	She saved her money to buy us presents.	money
29.	should	We should practice more for the test.	should
30.	does	It sure does look like rain.	does
31.	water	You need to water those plants.	water
32.	they	My sister said they will be here.	they
33.	clothes	His clothes were hung neatly in the closet.	clothes
34.	people	Most people enjoy watching sports.	people
35.	who	I wonder who baked this cake.	who
36.	would	They would need to tell me.	would
37.	talk	Perhaps we should talk later.	talk
38.	walk	The brothers like to walk in the park.	walk
39.	two	The child ate two cookies.	two
40.	wash	Make sure to wash your hands.	wash
41.	been	She has not been listening.	been
42.	have	I have a vegetable garden.	have
43.	your	You already finished your lunch.	your

## Heart Words Spelling Assessment

44.	do	They do their work together.	do
45.	don't	We don't ask for much.	don't
46.	won't	He won't come to the concert.	won't
47.	there	The lamp was there on the table.	there
48.	are	My cousins are arriving at noon.	are
49.	done	Her work was done well.	done
50.	find	Good friends are hard to find.	find
51.	learn	Some children have to learn how to draw.	learn
52.	kind	Being kind takes practice.	kind
53.	warm	It was warm in the kitchen by the stove.	warm
54.	were	Last night you were singing and dancing.	were
55.	one	You may each have one brownie.	one
56.	gone	I had gone to bed by then.	gone
57.	height	The teacher organized the books by height.	height
58.	both	Let both of them answer the question.	both
59.	mother	My mother deserves a hug.	mother
60.	son	Their son was older than their daughter.	son
61.	old	You might not be old enough to join.	old
62.	busy	She leads a busy life.	busy
63.	again	She asked him to help again.	again
64.	because	I told her, because she wanted to know.	because
65.	nothing	There was nothing left.	nothing
66.	against	They played against the best team.	against
67.	through	The rabbit ran through the bushes.	through
68.	guess	He had to guess her age.	guess
69.	many	Too many people ride the bus each day.	many
70.	live (/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 Grades 7–8 Academic Words List

The **Grade 7 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 7](#) 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.

error	despite	technical	technique	technology	valid
volume	access	adequate	annual	apparent	approximate
attitude	attribute	civil	code	commit	communicate
concentrate	confer	cycle	contrast	debate	dimension
domestic	emerge	ethnic	grant	hypothesis	implicate
internal	investigate	label	mechanism	obvious	occupy
option	output	parallel	parameter	phase	predict
principal	prior	professional	overall	promote	regime
resolve	retain	series	statistic	status	stress



## The 450 Most Frequently Used Words List

**Directions:** Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

the	of	and	a	to	in
is	you	that	it	he	for
was	on	are	as	with	his
they	at	be	this	from	I
have	or	by	one	had	not
but	what	all	were	when	we
there	can	an	which	their	said
if	do	will	each	about	how
up	out	them	then	she	many
some	so	these	would	other	into
has	more	her	two	like	him
see	time	could	no	make	than
first	been	us	who	now	people
my	made	over	did	down	only
way	find	use	may	water	long
little	very	after	words	called	just
where	most	know	get	through	back
much	go	good	new	write	our
me	man	too	any	day	same

## The 450 Most Frequently Used Words List

right	look	think	also	around	another
came	come	work	three	must	because
does	part	even	place	well	such
here	take	why	help	put	different
away	again	off	went	old	number
great	tell	men	say	small	every
found	still	between	name	should	home
big	give	air	line	set	own
under	read	last	never	as	left
end	along	while	might	next	sound
below	saw	something	thought	both	few
those	always	show	large	often	together
asked	house	don't	world	going	want
school	important	until	form	food	keep
children	feet	land	side	without	boy
once	animal	life	enough	took	four
head	above	kind	began	almost	live
page	got	earth	need	far	hand
high	year	mother	light	country	father
let	right	picture	being	study	second
soon	story	since	white	ever	paper
hard	near	sentence	better	best	across



## The 450 Most Frequently Used Words List

during	today	however	sure	knew	it's
try	told	young	sun	thing	whole
hear	example	heard	several	change	answer
room	sea	against	top	turned	learn
point	city	play	toward	five	himself
usually	money	seen	didn't	car	morning
I'm	body	upon	family	later	turn
move	face	door	cut	done	group
true	half	red	fish	plants	living
black	eat	short	United States	run	book
gave	order	open	ground	cold	really
table	remember	tree	course	front	American
space	inside	ago	sad	early	I'll
learned	brought	close	nothing	though	idea
before	lived	became	add	become	grow
draw	yet	less	wind	behind	cannot
letter	among	able	dog	shown	mean
English	rest	perhaps	certain	six	feel
fire	ready	green	yes	built	ran
full	town	complete	oh	hot	anything
hold	state	list	stood	hundred	ten
fast	felt	kept	notice	can't	strong



## The 450 Most Frequently Used Words List

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voice	probably	area	horse	matter	stand
box	start	that's	class	piece	surface
river	common	stop	am	talk	whether
fine	round	dark	past	ball	girl
road	blue	instead	either	held	already
warm	gone	finally	summer	understand	moon
animals	mind	outside	power	problem	longer
winter	deep	heavy	carefully	follow	beautiful
everyone	leave	everything	game	system	bring
watch	shell	dry	within	floor	ice
ship	themselves	begin	fast	third	quite
carry	distance	although			

## The 100 Most Often Misspelled Words List

**Directions:** Circle any of the words which you might have difficulty spelling. When finished, trade lists with a partner and give each other a spelling test on the circled words. Mark your partner's spelling errors with a check mark to the right of these words. Place your graded list in your spelling folder, and add misspelled words to your weekly personal spelling list.

a lot	about	address	all right	already	although
athlete	aunt	balloon	because	been	beginning
breakfast	built	calendar	captain	caught	cereal
chocolate	choose	coming	committee	cough	could
didn't	disappoint	does	doubt	early	either
enough	except	February	field	forty	fourth
friend	guard	guess	half	haven't	hear
heard	height	here	hour	maybe	missile
mountain	necessary	neighbor	no one	o'clock	once
patience	people	physical	piece	pleasant	please
poison	possible	potatoes	principal	receive	rhyme
rhythm	rough	said	says	school	separate
similar	sincerely	straight	surprise	swimming	system
their	there	they're	thorough	though	thought
threw	through	tomorrow	trouble	Tuesday	until
weather	Wednesday	weigh	we're	where	which
whole	women	would	you're		

## The 70 Most Commonly Confused Words List

**Directions:** This is a list of the most common homophones. A *homophone* is a pair of words which sound the same or very similar, but they have different meanings and spellings. Circle any of the word pairs which you might have difficulty saying, spelling, or understanding their meanings. When finished, use a dictionary to define each of the circled words and write a sentence or two, using each word and showing their meanings with surrounding words. Place this list with your definitions and sentences in your spelling folder, and add the word pairs to your weekly personal spelling list.

accept, except	affect, effect	advice, advise	aloud, allowed
already, all ready	assistance, assistants	bare, bear	began, begin
beginner, beginning	belief, believe	board, bored	brake, break
breath, breathe	buy, by	cereal, serial	choose, chose
dairy, diary	dear, deer	desert, dessert	dew, do, due
for, four	forty, fourth	groan, grown	hear, here
hole, whole	hoping, hopping	indivisible, invisible	its, it's
know, no	lead, led	loose, lose	maybe, may be
meat, meet	medal, metal	passed, past	peace, piece
patience, patients	plain, plane	personal, personnel	principal, principle
porpoise, purpose	proceed, precede	rain, reign, rein	real, reel
right, write	road, rode, rowed	sail, sale	scene, seen
scent, sent, cent	sea, see	seam, seem	sense, since
sew, so, sow	shone, shown	sight, site	steal, steel
straight, strait	there, their, they're	thorough, through	though, thought
threw, through	throne, thrown	tide, tied	to, too, two
trail, trial	weather, whether	wear, were, where	which, witch
who's, whose	your, you're		



## Eight Spelling Rules (Of course, all rules have exceptions!)

### 1. The *i* before “e” Rule

Usually spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*).

### 2. The Final “y” Rule

Keep the *y* when adding an ending if the word ends in a vowel, then a *y* (*delay-delayed*), or if the ending begins with an *i* (*copy-copying*). Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y* (*pretty-prettiest*).

### 3. The Silent “e” Rule

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an “ous” or “able” (*peaceable, gorgeous*), or if it ends in “ee”, “se”, or “ye” (*freedom, shoeing, eyeing*).

### 4. The Double the Consonant Rule

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

### 5. The Ending “an” or “en” Rule

End a word with “ance”, “ancy”, or “ant” (*vacancy, arrogance*) if the root before has a hard /c/ or /g/ sound or if the root ends with “ear” or “ur” (*clearance, insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (*magnificent, emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

### 6. The “able” or “ible” Rule

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

### 7. The Ending “ion” Rule

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion, compassion*) if after an *l* or *s*. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

### 8. The Plurals Rule

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add “es” when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the “fe” or “lf” ending to “ves” (*knife-knives, shelf-shelves*).

## The “i” before “e” Spelling Rule (to the tune of “Rig ‘a Jig Jig”)

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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")

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Double the last consonant  
When adding on an ending  
If these three do all agree  
On this you'll be depending.

Is the accent at the end?

With a vowel, then consonant?

Does the ending you must add

Begin with a vowel?

*Yankee Doodle went to town*

*'A riding on a pony.*

*Stuck a feather in his cap*

*And called it macaroni.*

*Yankee Doodle keep it up!*

*Yankee Doodle da-an-dy*

*Mind the music and the step*

*And with the girls be handy.*

### Double the Consonant Rule and Spelling Song

Double the consonant, when adding on an ending (*permitted*), if all three of these conditions are met: 1. the last syllable has the accent (*per / mit*) 2. the last syllable ends in a vowel, then a consonant (*permit*). 3. the ending you add begins with a vowel (*ed*).

<https://www.youtube.com/watch?v=kUpkxRFlvE8>



## The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

If you see, “e-a-r”,  
or there is a “u-r-e”,  
In the root, or if you  
hear hard *c* or *g*,

*This old man, he played one,  
he played nick-nack on my thumb  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ant”, “ance”, or “ancy”.

*This old man came rolling home.*

If you see, “id” like “fid”,  
or there is an “e-r-e”  
In the root, or if you  
hear soft *c* or *g*,

*This old man, he played two,  
he played nick-nack on my shoe  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ent”, “ence”, or “ency”.

*This old man came rolling home.*

## The Ending “an” or “en” Rule and Spelling Song

End a word with “ance”, “ancy”, or “ant” (*vacancy*, *arrogance*) if the root before has a hard /*c*/ or /*g*/ sound or if the root ends with “ear” or “ure” (*clearance*, *insurance*). End a word with “ence”, “ency”, or “ent” if the root before has a soft /*c*/ or /*g*/ sound (*magnificent*, *emergency*), after “id” (*residence*), or if the root ends with “ere” (*reverence*).

<https://www.youtube.com/watch?v=bAU-HCk579k>





## The “able” or “ible” Spelling Rule

(to the tune of “John Jacob Jingleheimer Schmidt”)

---

Base words add “able” to the end,

*John Jacob Jingleheimer Schmidt,*

As do word parts,

*That’s my name, too.*

That end in silent *e*

*Whenever we go out,*

Or with hard *c* or *g*

*The people always shout,*

But for all others add “i-b-l-e”.

*Saying, “John Jacob Jingleheimer Schmidt.”*

### The “able” or “ible” Rule and Spelling Song

End a word with “able” if the root before has a hard /c/ or /g/ sound (*despicable, navigable*), after a complete root word (*teachable*), or after a silent *e* (*likeable*). End a word with “ible” if the root has a soft /c/ or /g/ sound (*reducible, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

<https://www.youtube.com/watch?v=gZhStjRgOKQ>



# The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

If the /*shun*/ sound you do hear    *Twinkle, twinkle little star,*  
And it follows / or s.    *How I wonder what you are.*  
Or if you, hear a /*zyun*/    *Up above the world so high,*  
For both spell “s-i-o-n”.    *Like a diamond in the sky.*  
Both these rules serve you well,    *Twinkle, twinkle little star,*  
Learning all the ways to spell.    *How I wonder what you are.*

When a person you describe,    *Twinkle, twinkle little star,*  
You should spell “c-i-a-n.”    *How I wonder what you are.*  
In most every other case,    *Up above the world so high,*  
Simply spell “t-i-o-n”.    *Like a diamond in the sky.*  
Both these rules serve you well,    *Twinkle, twinkle little star,*  
Learning all the ways to spell.    *How I wonder what you are.*

## The Ending “ion” Rule and Spelling Song

Spell “sion” (*illusion*) for the final *zyun* sound or the final *shun* sound (*expulsion*, *compassion*) if after an / or s. Spell “cian” (*musician*) for a person and “tion” (*condition*) in most all other cases.

<https://www.youtube.com/watch?v=Q4wODwQZLRY>



# The Plurals Spelling Rule

(to the tune of "Mary Had a Little Lamb")

If there is a vowel before  
The letters *o* or *y*,  
"Add an *s* onto the end  
And to most nouns," said I.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
Its fleece was white as snow.*

If there is a consonant  
Before an *o* or *y*,  
Add "e-s" onto the end  
But change the *y* to *i*.

*And everywhere that Mary went,  
Mary went, Mary went.  
Everywhere that Mary went  
The lamb was sure to go.*

Add "e-s" onto an *x*,  
to /ch/, /sh/, /s/, or *z*.  
Also add onto an *f*,  
but change the *f* to *v*.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
And that is all I know.*

## The Plurals Rule and Spelling Song

Spell plural nouns with an *s* (*dog-dogs*), even those that end in *y* (*day-days*) or those that end in a vowel, then an *o* (*stereo-stereos*). Spell "es" after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (*box-boxes*) or after a consonant, then an *o* (*potato-potatoes*). Change the *y* to *i* and add "es" when the word ends in a consonant, then a *y* (*ferry-ferries*). Change the "fe" or "lf" ending to "ves" (*knife-knives, shelf-shelves*).

<https://www.youtube.com/watch?v=cYxzac1eQmk>



## Spelling Review Games

### Spelling Baseball

The teacher creates spelling list flashcards and labels each spelling word according to difficulty, from easy to hard, as a single, double, triple, or home run on the back of each card. Hint: Have many more singles cards than the others.

Divide your students into two teams and establish four bases.

When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the spelling word and the batter must correctly spell the word within ten seconds or the batter is out.

Three outs per each team per inning. Select a student to serve as scorekeeper.

### Knock-out Spelling

Have all students stand and quiz each student with a spelling word. If the student gets it right within five seconds, the student remains standing; if not, the student sits. Last one standing wins.

### Word Making

Divide your students into small groups. Write out the unscrambled word on the board.

Give a three minute time limit for students to write down as many words as they can find within the word. Students take turns sharing their list, spelling each out loud.

One point is awarded for each correctly spelled word; two points for a word that no one else in the group finds; ten points for the whole unscrambled word. Students total their points to see who is the winner.

For example, the word jumble, an anagram, has many words such as the following:

ape    ten    tap    yet    nap    man    pay    pat    many    mane    meant    tape

## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Short Vowel Sounds

“a\_” /ă/  
 “e\_” /ĕ/  
 “ea\_” /ĕ/  
 “i\_” /ĭ/  
 “o\_” /ŏ/  
 “ou\_” /ŏ/  
 “u\_” /ŭ/  
 “ou\_” /ŭ/

cranberry  
 stretched  
 threading  
 glittering  
 blockers  
 coughing  
 rustproof  
 touchdown

rynbrearc  
 hceedrst  
 dganihet  
 tltg rger  
 cblksro  
 uchogin  
 corpitsur  
 cdhwnoout

#### Long a Sound

“a”  
 “a\_e”  
 “ai\_”  
 “\_ay”  
 “ei”

stabled  
 carefully  
 straining  
 betrayal  
 freighter

dletbas  
 yluflarec  
 ginianrts  
 tylaaebr  
 hefrigret

#### Long e Sound

“[c]ei”  
 “\_ee”  
 “ea”  
 “\_y”  
 “i\_e”  
 “[c]ei”

believed  
 meetings  
 teacher  
 leisnrcly  
 tambourne  
 ceinng

vdeeiellb  
 mtsgniee  
 srehaet  
 ylurelies  
 neuriboamt  
 gincle

#### Long i Sound

“i”  
 “i\_e”  
 “\_igh”  
 “\_y”  
 “\_ie”

tricycles  
 provided  
 frightened  
 beautify  
 untied

ylcceirts  
 dideprvo  
 tndechgrif  
 fyiauetb  
 teundi

## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Long *o* Sound

“o”

“o \_ e”

“ \_ oe”

“oa \_ ”

“ow”

coconut

hopeful

mistletoe

groaned

ownership

uconotc

plefuoh

stelimeot

anodegr

phisernow

#### Long *u* Sound

“u”

“u \_ e”

“ \_ ew”

“ \_ ue”

musical

usefulness

curfew

fueling

usualim

uefesslnsu

furcwe

inufegl

#### Consonant-Final *e*

“a \_ e”

“e \_ e”

“i \_ e”

“o \_ e”

/ū/ “u \_ e”

/oo/ “u \_ e”

as in *rooster*

milkshake

completed

submarine

lonesome

muleskiner

parachute

klsimkeah

ldeemocpt

rabsumnei

oelsmeon

nknresieuml

etuahcrpa

#### *aw* Sound

“aw”

“au”

“al”

“all”

awesome

auditorium

almost

smallest

ewaosme

tduaioimir

malsto

lamsselt

#### *oo* as in *rooster* Sound

“oo”

“u”

“u \_ e”

“ \_ ew”

“ \_ ue”

toothache

cruising

attitude

unscrewed

barbecued

eoatthch

rciuisgn

tttiadeu

dweenuscr

ecduberab



## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### *oo* as in *woodpecker* Sound

“oo”

“\_u\_”

understood

sugarless

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

wdlrinhiw

othaohect

ohpahprogt

hdnosicue

eapnmehicz

### *r*-controlled Vowels

#### *ur* Sound

“er”

“ir”

“ur”

partnership

birthday

urgency

ntphrapresi

hdyabitr

nygceur

#### *ar* Sound

“ar”

calendar

leacnrda

#### *or* Sound

“or”

thunderstorm

rmostdrenuht



## Word Making

### Sound-Spellings

#### y Sound

Hard /y/  
 “\_y” /ē/  
 “\_ly” /ē/  
 “\_y” /ī/  
 Silent /y/

### Unscrambled Words

yesterday  
 everything  
 carefully  
 terrify  
 playground

### Word Jumbles

ydretesya  
 yreevhntg  
 lyulaefcr  
 iryfeet  
 uoandgylpr

### Non-phonetic Words

thorough  
 Wednesday  
 against  
 thought  
 beautiful

hghoorut  
 dewsneday  
 gantias  
 hoghutt  
 euatbfilu

### Consonant Doubling

committee  
 disappoint  
 beginning  
 Mississippi

mocmetei  
 aioitnpsdp  
 nnnngiibge  
 ppssssiim

#### /j/ Sound

“\_dge”  
 “\_ge”  
 “\_j\_”  
 “ge\_”  
 “gi\_”  
 “gy”

baiges  
 bandag  
 jockrabbit  
 generally  
 gngantic  
 tragedy

gsadeb  
 egndaba  
 abtibkacjr  
 leryaleng  
 tnciagig  
 gretayd

#### i before e

“ie”  
 “ei”  
 “ei” with /ā/

earpiece  
 receiving  
 neighbors

ceiprae  
 vgineicer  
 osbhrieng

## Word Making

### Sound-Spellings

#### Hard /c/ and Soft /c/

“ca”  
“co”  
“cu”  
“ce”  
“ci”  
“cy”

### Unscrambled Words

catastrophe  
cooperate  
currently  
recently  
cinnamon  
bicycles

### Word Jumbles

rsatacohept  
epeatoc  
tnylurce  
eectryn  
mnehanic  
cdyseib

#### Hard /g/ and Soft /g/

“ga”  
“go”  
“gu”  
“ge”  
“gi”  
“gy”

gasoline  
government  
guarantee  
gesturing  
gigantic  
astrology

sagonlei  
ovgnremtne  
aranugtne  
egtsrunig  
ggintei  
arsotlgyo

#### “s” and “es” Plurals

Vowel before *o*  
Vowel before *y*  
Consonant before *o*  
Most Nouns Add *s*

stereos  
attorneys  
batboys  
bookcases

treesos  
rtatoysen  
tbsyoab  
seskcaooob

#### /x/, /ch/, /sh/, /z/, and /f/ Plurals

/x/  
/ch/  
/sh/  
/z/  
/f/

mailboxes  
branches  
eyelashes  
surprises  
midwives

lxmiaesob  
bcrhsane  
hssealyee  
rsspueirs  
viwedsim

#### Irregular Plurals

children  
armadillos  
beliefs  
people

dlinchec  
losaaidlmr  
eleifbs  
lppeeoo

## Word Making

### Sound-Spellings

#### Contractions

haven't  
they're  
could've

tenavh'  
y'heret  
evlu'dco

#### Silent Letters

plumbing  
knowledge  
scientific  
cornstalk  
leagues

lnmbpugn  
ewgodnkl  
ciifetnisc  
restoakln  
glseeua

### Homonyms

(two words together)

breakbrake  
thronethrown  
piecepeace  
theirthere

bbrkrkeaae  
wtrhonortheon  
ppieceacec  
rirtthheee

### Greek and Latin Prefixes

substitute  
hemisphere  
disappear  
supernatural

bssttuteiu  
hierhepsme  
rapspdiea  
srpenuaaulrt

### Greek and Latin Roots

auditorium  
thermometer  
inspect  
sympathy

duoirmatiu  
mmtherereto  
pnstcie  
yatphysm

### Greek and Latin Suffixes

abbreviate  
judicial  
gorgeous  
inventor

breebaiavt  
caijldu  
oeusgrgo  
rtvnieon