

DIFFERENTIATED SPELLING INSTRUCTION

MARK PENNINGTON



GRADE 8



ASSESSMENT-
BASED
SPELLING
PATTERNS
PROGRAM



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**Differentiated
Spelling
Instruction
Grade 8**

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Grade 8
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Introduction, Preparation, and Program Directions

Differentiated Spelling Instruction Grade 8 provides instructional resources for grade-level and remedial spelling patterns. With this program, teachers help students *keep up* while they *catch up* to grade-level spelling. Now, we all know that precise *grade-level* designations have no solid research basis; however, teachers recognize that conventional spelling does have an instructional sequence in which one spelling pattern is built upon another. Also, accepted learning theory would support instruction in more common spelling patterns prior to less common spelling patterns, which are found in increasingly complex multi-syllabic vocabulary.

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

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

Differentiated Spelling Instruction Grade 8 helps teachers differentiate both grade-level and remedial spelling instruction. Each weekly lesson features word list, based upon orthographic spelling patterns and conventional spelling rules. Teachers administer a spelling pretest that serves as a diagnostic, and students build their personal spelling list with not-yet mastered words. A spelling sort helps students practice the focus spelling pattern. Students complete a weekly or bi-weekly posttest and quarterly unit tests.

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

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

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

Preparation

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

Spelling Pattern Lessons:

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

Diagnostic Spelling Assessment and Individualized Instruction:

<https://www.youtube.com/watch?v=CFHDtnnM7U0>

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

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

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

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

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

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

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

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

Program Directions

Monday

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

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

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

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

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

Tuesday

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

Students complete the spelling sort (10 Minutes).

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

Program Directions

Wednesday

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

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

Thursday

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

Friday

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

Quarterly Summative Assessments

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

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

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

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

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

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

NOTES:

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Teacher Pages

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



Spelling Patterns Test #1

1. luggage
2. céntered
3. compassion
4. amend**ment**
5. sand**paper**
6. benefitted
7. convert**ed**
8. unstitch**ed**
9. screw**driver**
10. forgetful**ness**
11. uncommon**ly**
12. strum**mer**
13. shipwreck**ed**
14. disab**ling**
15. scá**lloped**
16. conflict**ing**
17. có**vered**
18. spread**sheet**
19. tá**mpered**
20. permit**ted**



Lesson #1 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.

SPELLING WORDS

1. luggage
2. céntered
3. compassion
4. amendment
5. sandpaper
6. benefitted
7. converted
8. unstitched
9. screwdriver
10. forgetfulness
11. uncommonly
12. strummer
13. shipwreck
14. disabling
15. scáloped
16. conflicting
17. cóvered
18. spreadsheet
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

Compound Words

sandpaper
screwdriver
shipwreck
spreadsheet

SPELLING TIPS

Syllable Rule

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

Spelling Patterns Test #2

1. imper**ce**ivable
2. re**in**deer
3. re**trie**vable
4. in**eff**icient
5. po**lic**ies
6. pre**con**ceive
7. fe**ign**ed
8. re**lie**ved
9. se**ism**ograph
10. concert**me**ister
11. rece**iv**ership
12. counter**wei**ght
13. conce**it**edness
14. le**is**urely
15. brie**fc**ase
16. he**in**ous
17. ach**ie**vement
18. surve**ill**ance
19. dece**it**fulness
20. suff**ici**ency



Lesson #2 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 /ā/

reindeer
feigned
counterweight
heinous
surveillance

cei

imperceivable
preconceive
receivership
conceitedness
deceitfulness

Exceptions

inefficient
policies
seismograph
leisurely
sufficiency

Spelling Patterns Test #3

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 #3 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/ **Base Ending in /f/**

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 /z/

psychoanalyzes
romanticizes

Spelling Patterns Test #4

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 #4 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 #5

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 #5 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 *l* or *s*

delusion

expulsion

impression

profession

transmission

Person

diagnostician

physician

technician

mortician

tactician

/zyun/

visionary

intrusion

collusion

conversion

inversion

Other /ion/ Spelling

conventionality

sensationalism

destination

prohibition

subscription



Spelling Patterns Test #6

1. un**attain**able
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 #6 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 *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 *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 #7

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 #7 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 1–7 Summative Assessment

Preparation

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

Administration

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

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

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

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

Correction

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

Helpful Hints

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

Spelling Patterns Lessons 1–7 Summative Assessment

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

Spelling Patterns Test #8

1. extinguisher
2. characterize
3. journalistic
4. contractor
5. rectangular
6. analyze
7. counterfeit
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 #8 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

_ic, _ical

journalistic
microscopic
astronomical
identical
enthusiastic
historical

_ize (_ise), _yze

characterize
analyze
standardize
internalize
pressurize
paralyze
revolutionize

Spelling Patterns Test #9

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 #9 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 #10

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 #10 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	e	achievement
	amphibian		different
	mutant		oxygen
	intricate		présent
i	administration	o	season
	admissible		director
	question		extraneous
	security		mysterious
u	premium	y	anonymous
	dandruff		vinyl

Spelling Patterns Test #11

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



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 #12

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



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 When Accent on First Syllable **Uses "our," Not "or"**

signalling behaviour
 quarrelling neighbour
 travelling demeanour
 fuelled endeavour

Uses *c*, Not *q*

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 #13

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 #13 Answers *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.

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 #14

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 #14 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 8–14 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #32 to continue where the Spelling Patterns Lessons 1–7 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

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

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

Number 46 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 “bouf” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.

Helpful Hints

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

Spelling Patterns Lessons 8–14 Summative Assessment

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

Spelling Patterns Test #15

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 #15 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 #16

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 #16 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 #17

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**



Lesson #17 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**nkkerchief es**x**presso
es**x**cape anti**ī**biotics
lary**n**ix perco**ō**late

Wrong Prefix

pre**per**scription tenet**n**

Added or Dropped Sound

ecc**v**entric s(**no "s"**)pecifically

Dropped Syllable

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

Added Syllable

alumin**i**um
mischiev**i**ous
triath**a**lon
prestigi**ē**ous
elector**i**al
dial**a**te

Spelling Patterns Test #18

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



Lesson #18 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 #19

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 #19 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 #20

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 #20 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 *organ*.

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 #21

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 #21 Answers /air/

Spelling Focus

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

SPELLING WORDS

1. un**aw**are
2. **there**fore
3. **err**and
4. **care**lessly
5. **stair**case
6. **er**a
7. **forbear**ance
8. **char**acteristic
9. **strawber**ry
10. **where**ver
11. **millionai**re
12. **underwe**ar
13. **welf**are
14. **for**swear
15. **disciplin**ary
16. un**fair**ly
17. **ther**apy
18. **dare**devil
19. **clair**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 15–21 Summative Assessment

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly. The test begins with #56 to continue where the Spelling Patterns Lessons 1–7 and Lessons 8–14 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–7, Lessons 8–14, and Lessons 15–21 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

Administration

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

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

Number 56 is *sequel* *sequel* The sequel to the movie was wonderful. *sequel*”

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

Correction

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

Helpful Hints

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

Spelling Patterns Lessons 15–21 Summative Assessment

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

Spelling Patterns Test #22

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 #22 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 #23

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 #23 Answers

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.

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 |
| withdraw. | launchpad |
| flawless | haunches |
| ew as in few | eu as in feud |
| unchewable | eunuch |
| pewter | eureka |
| ew as in new | ou as in you |
| corkscrew | ghoulish |
| jewels | wounded |
| ow as in cow | ou as in out |
| cowardness | thousand |
| waterfowl | pronounce |
| ow as in grow | ough as in dough |
| swallow | thorough |
| foreshadow | although |

Spelling Patterns Test #24

1. **o**ffensive
2. **o**llection
3. **o**mmission
4. **o**pposition
5. **o**pplement
6. **o**ruption
7. **a**ffection
8. **e**ffective
9. **d**ivisible
10. **a**cceptance
11. **c**orrespondent
12. **a**ggressive
13. **i**rreducible
14. **i**mplausible
15. **a**ppealing
16. **s**uffocate
17. **d**iffusion
18. **a**ssimilate
19. **s**uppressive
20. **a**ttractive



Lesson #24 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. **o**ffensive
2. **c**ollection
3. **co**mmission
4. **o**pposition
5. **s**upplement
6. **e**ruption
7. **a**ffection
8. **e**ffective
9. **di**visible
10. **a**cceptance
11. **co**rrespondent
12. **a**ggressive
13. **ir**reducible
14. **im**plausible
15. **a**ppealing
16. **s**uffocate
17. **d**iffusion
18. **a**ssimilate
19. **s**uppressive
20. **a**ttractive

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 #25

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



Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft /ŭ/ 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.

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 #26

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 #26 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 #27

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 #27 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 #28

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 #28 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 1–28 Summative Assessment

Preparation

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

Administration

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

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

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

Helpful Hints

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

Spelling Patterns Lessons 1–28 Summative Assessment

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

Spelling Patterns Lessons 1–28 Summative Assessment

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

Spelling Patterns Lessons 1–28 Summative Assessment

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

Student Pages

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



Lesson #1 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.

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. sandpaper
6. benefitted
7. converted
8. unstitched
9. screwdriver
10. forgetfulness
11. uncommonly
12. strummer
13. shipwreck
14. disabling
15. scálloped
16. conflicting
17. cóvered
18. spreadsneet
19. támppered
20. permitted

Double the Consonant

No Vowel-Consonant at End of Base

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base Word or Bound Base

SPELLING TIPS

Syllable Rule

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

Lesson #2 *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 #3 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 #4 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 “o” 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 #5 /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 #6 “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 *redcible* or *eligible*. Also spell “ible” after an 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*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Follows Hard *c* or *g*

Follows Soft *c, g* or “ss”

_____	_____
_____	_____

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

_____	_____
_____	_____

Lesson #7 “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 _____

Can Add “ation” to Base _____

Follows “ear” _____

Follows Hard *c* or *g* _____

Follows “ure” _____

Follows Bound Bases _____

Follows Soft *c* or *g* _____

Follows “ere” _____

Follows “id” _____

Lesson #8 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	one who, of or relating to (noun)
ize (American) or ise (British, Australian), yze	to cause, make, or change (verb)
ic, ical	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 #9 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 #10 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 #11 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 #12 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 #13 *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 #14 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 #15 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 #16 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 #17 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

Wrong Prefix

Added or Dropped Sound

Dropped Syllable

Added Syllable

Lesson #18 /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 #19 /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 #20 /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 /er/ "our"

Soft /y/ to /or/ "ure"

Lesson #21 /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

ar

Lesson #22 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

icus

t changes to c

Lesson #23 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 #24 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, dis

in (not)
to im, in

con (against)
to col, com, cor

sub (under)
to suf, sup, sus

ex (out of)
to e, ef

Lesson #25 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.

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 #26 “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. carnation
20. cautiously

tion

tion

al

tious

tience

Lesson #27 "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 #28 "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: Assessment Formats and Preparation, Administration, Correction, and Recording

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

Assessment Formats and Preparation

Choose the Diagnostic Spelling Assessment format which best suits your needs and administer test items #s 1–102.

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

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

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

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

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

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

Administration

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

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

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

Correction

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

Recording the Data

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

Diagnostic Spelling Assessment

1.	bumper	The car bumper had a large dent.	bumper	
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	Short Vowels
7.	provide	She can provide all of the details.	provide	
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	Silent Final e
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	Consonant Digraphs
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	Long /a/
25.	maybe	He thought maybe they would agree.	maybe	
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	Long /e/
31.	bicycle	She got a bicycle for her birthday.	bicycle	
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	Long /i/
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	Long /o/
39.	humor	She had a great sense of humor.	humor	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	Long /u/

Diagnostic Spelling Assessment

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

Diagnostic Spelling Assessment

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

Diagnostic Spelling Assessment Mastery Matrix

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

Diagnostic Spelling Assessment Mastery Matrix

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

Diagnostic Spelling Assessment Mastery Matrix

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

Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Soft y C. Doubling		/j/		"ie" "ei"		Plurals		Silent Letters		Final e		/ch/		/k/						
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
Teacher																					
Class																					
Student Names	Soft y Long /e/	Soft y Long /i/	Double Consonant before Suffix	Single Consonant before Suffix	/j/ "dge"	/j/ "ge"	i before e	e before i	Add s after Vowel-o and y	Add "es" after /x/, /ch/, /sh/, /s/, and /z/	Change y to i and add /es"	Change /"f" to "ves"	Irregular Plurals	Silent Vowel Letters	Silent Consonant Letters	Drop Final e before Suffix	Keep Final e before Suffix	/ch/ "tch"	/ch/ "ch"	/k/ "c" and "ck"	/k/ "k"
Totals																					

Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z “rh” “ch”				/ion/			C.–le		Schwa “able”		“ible”		“ance”		“ence”	
Worksheet #s	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102		
Teacher																			
Class	Drop Final y before Suffix	Keep Final y before Suffix	Double l, f, s, z	Drop l with “all,” “fill,” and “full”	Greek /er/ “rh”	Greek /k/ “ch”	/ion/ “sion”	/ion/ “cian”	/ion/ “tion”	Short Vowel-Consonant-le	Other Vowels-Consonant-le	Short Schwa	Long Schwa	“able”	“ible”	“ance”	“ence”		
Student Names																			
Totals																			

NOTES

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Spelling Pattern Worksheets

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

Each of these 98 worksheets corresponds with the spelling patterns tested on the Diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 Short *i* Sound helps the student learn the sound-spelling pattern tested as #1 *bumper* on the Diagnostic Spelling Assessment.

Preparation

1. Administer the Diagnostic Spelling Assessment, correct, and chart the individual sound-spelling patterns that your students have not yet mastered on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.
2. Count and total the slashes (/) for each of the 98 sound-spelling patterns to determine how many of each Spelling Pattern Worksheet you will need to copy. Group the worksheets in separate file folders. Also copy some sets of the Spelling Pattern Worksheet Answers and place these in three-ring binders labeled “Spelling Pattern Worksheet Answers.”
3. Display one of the Spelling Pattern Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** section and then complete the **SORT** and **JUMBLE** sections. Tell them *not* to complete the **RHYME (or SEARCH)** and **WRITE** sections (the formative assessments) until they have self-corrected and self-edited the **SORT** and **JUMBLE** sections in a colored pencil or pen, so that they can learn from their mistakes before completing the last sections. The formative assessments determine whether the student has or has not mastered the spelling pattern.

Step by Step Directions to Individualize Spelling Instruction

1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes (/). Tell them that they have already mastered those spelling patterns.
2. When a student has completed the **FOCUS, SORT** and **JUMBLE** sections, the student uses the “Spelling Pattern Worksheet Answers” binder to self-correct and self-edit in a colored pencil or pen. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that we often learn from our mistakes, especially when we identify and correct them.
3. Next, the student completes the **RHYME (or SEARCH)** and **WRITE** sections and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
4. If the student has self-corrected and self-edited the **SORT** and **JUMBLE** sections and “passed” the **RHYME (or SEARCH)** and **WRITE** formative assessments, change the slash (/) into an “**X**” for mastery on the appropriate box on the matrix and record an A on the student’s worksheet. Convert the A to points, if you use a point system for grading.
5. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the formative assessments and return for re-correction.

Helpful Hints

- Mastery criteria on the **RHYME (or SEARCH)** and **WRITE** formative assessments are decided by the teacher. If the student misses none or one of these formative assessments, and the rest are correct, the student has certainly mastered the spelling pattern. Make sure to ignore irrelevant errors, such as grammar or usage mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the spelling sorts and jumbles and still master the spelling pattern if the student has self-corrected and self-edited and the criteria have been met on the formative assessments.
- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an “**X**” for mastery on the appropriate box on the matrix.
- Set an expectation as to how many Spelling Pattern Worksheets must be completed per week.

Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds

1. u
2. o
3. i
4. e
5. a
6. ea

Silent Final *e*

7. Long *i* Sound i_e
8. a_e
9. u_e
10. o_e
11. u_e
12. _se
13. _le
14. _ve
15. Long *e* i_e

Consonant Digraph Sounds

16. sh
17. ch and _tch
18. th
19. wh_
20. ph

Long *a* Sound Vowels

21. a
22. _ay
23. ai_
24. ei

Long *e* Sound Vowels

25. e
26. _ee
27. [c]ei
28. _y
29. ea
30. Vowel

Long *i* Sound Vowels

31. i
32. _igh
33. _y
34. _ie

Long *o* Sound Vowels

35. o
36. _oe
37. oa_
38. ow

Long *u* Sound Vowels

39. u
40. _ew
41. _ue

oo Sound as in *rooster*

42. oo
43. _ue
44. u
45. _ew

oo Sound as in *woodpecker*

46. oo
47. _u_

ow Sound as in *cow*

48. _ow
49. ou_

oi Sound

50. oi_
51. _oy

aw Sound Vowels

52. aw
53. au
54. al
55. an

r-controlled Vowels

56. ur
57. er
58. ir
59. ar
60. or

Hard/Soft *c* and *g* Sounds

61. Hard *c*
62. Soft *c*
63. Hard *g*
64. Soft *g*

Soft *y*

65. Long /i/
66. Long /e/

Consonant Doubling

67. Doubled
68. Not Doubled

lj

69. “dge”
70. “ge”

“ie”/“ei”

71. “ie”
72. “ei”

Sound-Spelling Patterns Scope and Sequence

Plurals

/ion/

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

Long *o* Sound Vowels

Silent Letters

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

78. “mb”
79. “gn”

Schwa

Final *e*

97. Short Schwa
98. Long Schwa

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

/ch/

82. */ch/* “tch”
83. */ch/* “ch”

Consonant Digraph Sounds

84. */k/* “c” and “ck”
85. */k/* “k”

Final *y*

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

l, f, s, z

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

Greek Spellings

90. “rh”
91. “ch”

Spelling Pattern Worksheet #1

Short *u* Sound “u”

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

SORT Write each word in the correct column.

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

Short *u* Sound “u” Spellings

Other “u” Spellings

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

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

usckt _____ ncurhc _____

tsydu _____ tnpuemnihs* _____

*Bonus

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

truck _____ trunk _____

judge _____ bluff _____

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



Spelling Pattern Worksheet #2

Short *o* Sound “o”

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

SORT Write each word in the correct column.

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

Short *o* Sound “o” Spellings

Other “o” Spellings

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

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

stoc _____ lckoc _____

lonbd _____ glsbbreoni* _____

*Bonus

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

stop _____ lost _____

knock _____ mob _____

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



Spelling Pattern Worksheet #3

Short *i* Sound “i”

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

SORT Write each word in the correct column.

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

Short *i* “i” Spellings

Other “i” Spellings

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

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

tcpih _____ diger _____

dhidne _____ cnobimantio* _____

*Bonus

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

bridge _____ lick _____

slid _____ clip _____

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

Spelling Pattern Worksheet #4

Short *e* Sound “e”

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

SORT Write each word in the correct column.

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

Short *e* “e” Spellings

Other “e” Spellings

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

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

cekd _____ ttrebe _____

stceh _____ artsnrwoe* _____

*Bonus

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

check _____ red _____

let _____ peg _____

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



Spelling Pattern Worksheet #5

Short *a* Sound “a”

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

SORT Write each word in the correct column.

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

Short *a* “a” Spellings

Other “a” Spellings

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

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

ntsad _____ slta _____

ckrcare _____ gdrnoutlebat* _____

*Bonus

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

stack _____ pad _____

sat _____ band _____

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



Spelling Pattern Worksheet #6

Short e Sound “ea”

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

SORT Write each word in the correct column.

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

Short e “ea” Spellings

Other “ea” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____ p. ____

_____ p. ____

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

dhtae _____ sadteni _____

drtea _____ asbrtkfea* _____

*Bonus

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



Spelling Pattern Worksheet #7

Long *i* Sound “i_e”

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

SORT Write each word in the correct column.

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

Long *i* “i_e” Spellings

Other “i_e” Spellings

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

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

tise _____ intefiin _____

nispe _____ linnudere* _____

*Bonus

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

fine _____ pride _____

bite _____ size _____

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



Spelling Pattern Worksheet #8

Long *a* Sound “a_e”

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

SORT Write each word in the correct column.

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

Long *a* “a_e” Spellings

Other “a” Spellings

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

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

ctrae _____ kmae _____

fesa _____ eespkae* _____

*Bonus

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

stake _____ plate _____

page _____ case _____

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



Spelling Pattern Worksheet #9

Long *u* Sound “u_e”

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

SORT Write each word in the correct column.

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

Long *u* “u_e” Spellings

Other “u_e” Spellings

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

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

tuec _____ buterit _____

utme _____ centmuo* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #10

Long o Sound “o_e”

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

SORT Write each word in the correct column.

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

Long o “o_e” Spellings

Other “o” Spellings

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

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

polse _____ kehoc _____
nobe _____ senolmeo* _____

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

hope _____ phone _____
broke _____ mole _____

*Bonus

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



Spelling Pattern Worksheet #11

oo Sound “u_e”

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

SORT Write each word in the correct column.

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

Long oo “u_e” Spellings

Other “u_e” Spellings

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

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

elru _____ teun _____

elrfu _____ dtttieau* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

Spelling Pattern Worksheet #12

z Sound “_se”

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

SORT Write each word in the correct column.

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

Long z “_se” Spellings

Other “s” Spellings

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

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

shoec _____ veadis _____

ccause _____ seadies* _____

*Bonus

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

pose _____ fuse _____

wise _____ ease _____

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



Spelling Pattern Worksheet #13

l Sound “_le”

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

SORT Write each word in the correct column.

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

l Sound “_le” Spellings

Other “l” Spellings

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

blea _____ clorae _____

ddflie _____ tttsmleene* _____

*Bonus

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

muffle _____ trouble _____

gable _____ huddle _____

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



Spelling Pattern Worksheet #14

v Sound “_ve”

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

SORT Write each word in the correct column.

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

v Sound “_ve” Spellings

Other “v” Spellings

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

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

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.



Spelling Pattern Worksheet #15

e Sound "i_e"

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

SORT Write each word in the correct column.

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

Long *e* "i_e" Spellings

Other "i_e" Spellings

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

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

ioplce _____ stpregie _____
rilatne _____ rinsbumea* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #16

sh Sound “sh”

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

SORT Write each word in the correct column.

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

sh Sound “sh” Spellings

Other Spellings

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

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

ruhsc _____ sapslh _____

shfle _____ erfshnmai* _____

*Bonus

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

bush _____ trash _____

dish _____ mush _____

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



Spelling Pattern Worksheet #17

ch Sound “ch” and “_tch”

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

SORT Write each word in the correct column.

shut	magician	lunch	basic	march	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

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

ihtw _____ seeth _____

thsmo _____ timacsmahte* _____

*Bonus

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

_____ p. _____

_____ p. _____

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



Spelling Pattern Worksheet #19

hw Sound “wh_”

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

SORT Write each word in the correct column.

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

hw Sound “wh_” Spellings

Other “w” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

twaha _____ henw _____

neiwh _____ nwameihel* _____

*Bonus

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

_____ p. _____ _____ p. _____

_____ p. _____ _____ p. _____

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



Spelling Pattern Worksheet #20

f Sound "ph"

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

SORT Write each word in the correct column.

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

f "ph" Spellings

Other "p" Spellings

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

pgrah _____ ncsipoh _____
noyph _____ umphtri* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #21

Long *a* Sound “a”

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

SORT Write each word in the correct column.

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

Long *a* “a” Spellings

Other “a” Spellings

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

tstea	_____	tnanio	_____
bleats	_____	gneetare*	_____

*Bonus

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

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

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



Spelling Pattern Worksheet #22

Long *a* Sound “_ay”

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

SORT Write each word in the correct column.

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

Long *a* “_ay” Spellings

Other “a” Spellings

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

ysta _____ leayd _____

yrga _____ raysnigt* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #23

Long *a* Sound “ai_”

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

SORT Write each word in the correct column.

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

Long *a* “ai_” Spellings

Other “a” Spellings

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

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

dirba _____ iltar _____

maigni _____ romstnair* _____

*Bonus

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

strain _____ aid _____

fail _____ air _____

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

Spelling Pattern Worksheet #24

Long *a* Sound “ei”

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

SORT Write each word in the correct column.

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

Long *a* “ei” Spellings

Other “ei” Spellings

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

geibe _____ eign _____

ghytei _____ ogrbhenis* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #25

Long e Sound “e”

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

SORT Write each word in the correct column.

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

Long e “e” Spellings

Other “e” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

sbedie _____ ghtldei _____

vrewie _____ tedmecen* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #26

Long *e* Sound “_ee”

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

SORT Write each word in the correct column.

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

Long *e* “ee” Spellings

Other “ee” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

feeb _____ elryef _____

ekse _____ freere* _____

*Bonus

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

need _____ fee _____

reef _____ peek _____

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



Spelling Pattern Worksheet #27

Long *e* Sound “[c]ei”

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

SORT Write each word in the correct column.

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

Long *e* “[c]ei” Spellings

Other “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

teicde _____ cvngiede _____

ceireve _____ ptirece* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #28

Long e Sound “_y”

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

SORT Write each word in the correct column.

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

Long e “_y” Spellings

Other “y” Spellings

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

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

ytud _____ tgyimh _____

daly _____ pylletcmoe* _____

*Bonus

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

righty _____ glory _____

runny _____ smelly _____

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



Spelling Pattern Worksheet #29

Long e Sound “ea”

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

SORT Write each word in the correct column.

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

Long e “ea” Spellings

Other “ea” Spellings

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

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

etma _____ nlcea _____

reaydr _____ lpaedes* _____

*Bonus

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

mean _____ treat _____

flea _____ plead _____

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



Spelling Pattern Worksheet #30

Long e Sound i-Vowel

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

SORT Write each word in the correct column.

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

Long e “i-vowel” Spellings

Other “i” Spellings

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

diame _____ iumdem _____
ntielen _____ viarti* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #31

Long *i* Sound “i”

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

SORT Write each word in the correct column.

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

Long *i* “i” Spellings

Other “i” Spellings

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

ratepi _____ cyirtcle _____

leBbi _____ ntelis* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #32

Long *i* Sound “_igh”

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

SORT Write each word in the correct column.

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

Long *i* “_igh” Spellings

Other “i” Spellings

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

ghtsi _____ ghtbri _____

reghih _____ uldefightl* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #33

Long *i* Sound “_y”

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

SORT Write each word in the correct column.

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

Long *i* “_y” Spellings

Other “y” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

iycgrn _____ noecycle _____

tsujfiy _____ flemys* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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

Spelling Pattern Worksheet #34

Long *i* Sound “_ie”

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

SORT Write each word in the correct column.

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

Long *i* “_ie” Spellings

Other “ie” Spellings

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

iedd _____ tdie _____
srice _____ detriun* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #35

Long o Sound "o"

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

SORT Write each word in the correct column.

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

Long o "o" Spellings

Other "o" Spellings

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

neaco _____ sloa _____

tniolo _____ sytiboe* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #36

Long o Sound “_oe”

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

SORT Write each word in the correct column.

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

Long o “_oe” Spellings

Other “o” Spellings

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

eots _____ opems _____

gsoe _____ lufwoe* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #37

Long o Sound “oa_”

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

SORT Write each word in the correct column.

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

Long o “oa_” Spellings

Other “o” Spellings

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

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

coat _____ roast _____
goad _____ cloak _____

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

ostac _____ blsatoai _____
tgoas _____ otcptoa* _____

*Bonus

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



Spelling Pattern Worksheet #38

Long o Sound "ow"

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

SORT Write each word in the correct column.

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

Long o "ow" Spellings

Other "ow" Spellings

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

wngro _____ nwigto _____

oedwts _____ bteowi* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #39

Long *u* Sound “u”

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

SORT Write each word in the correct column.

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

Long *u* “u” Spellings

Other “u” Spellings

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

nupy _____ tnebua _____
ccbui _____ scaniimu* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #40

Long *u* Sound “_ew”

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

SORT Write each word in the correct column.

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

Long *u* “_ew” Spellings

Other “ew” Spellings

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

stwefe _____ pehnwef _____
rfewcu _____ eljewre* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #41

Long *u* Sound “_ue”

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

SORT Write each word in the correct column.

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

Long *u* “_ue” Spellings

Other “ue” Spellings

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

graue _____ nuevea _____

lvaue _____ bbcuraee* _____

*Bonus

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

_____ p. ____

_____ p. ____

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



Spelling Pattern Worksheet #42

oo Sound as in *rooster* “oo”

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

SORT Write each word in the correct column.

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

oo Sound as in *rooster* “oo” Spellings

Other “oo” Spellings

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

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

fdoo _____ nfospolu _____

toob _____ ccroaons* _____

*Bonus

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

hoot _____ drool _____

groom _____ moose _____

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



Spelling Pattern Worksheet #43

oo Sound as in *rooster* “_ue”

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

SORT Write each word in the correct column.

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

oo Sound as in *rooster* “_ue” Spellings

Other “ue” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

rtue _____ edglu _____

ldues _____ ntrueu* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

Spelling Pattern Worksheet #44

oo Sound as in *rooster* “u”

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

SORT Write each word in the correct column.

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

oo Sound as in *rooster* “u” Spellings

Other “u” Spellings

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

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

rrmou _____	dstueth _____
tonfu _____	cyenflu* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #45

oo Sound as in *rooster* “_ew”

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

SORT Write each word in the correct column.

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

oo Sound as in *rooster* “_ew” Spellings

Other “ew” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

wdre _____ crecrkosw _____
tews _____ obwnren* _____

*Bonus

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

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

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

Spelling Pattern Worksheet #46

oo Sound as in *woodpecker* “oo”

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

SORT Write each word in the correct column.

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

oo Sound as in *woodpecker* “oo”
Spellings

Other “oo” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

oodst _____ nogoick _____

oohd _____ froer* _____

*Bonus

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

_____ p. _____

_____ p. _____

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



Spelling Pattern Worksheet #47

oo Sound as in *woodpecker* “_u_”

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

SORT Write each word in the correct column.

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

oo Sound “_u_” as in *woodpecker*
Spellings

Other Sound Spellings

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

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

suph _____	ddngpui _____
nptui _____	esbshruo* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #48

ow Sound as in *cow* “_ow”

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

SORT Write each word in the correct column.

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

ow as in *cow* “_ow” Spellings

Other “_ow” Spellings

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

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

wnto _____ vowel _____

dowry _____ syobcow* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #49

ow Sound as in *cow* “ou_”

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

SORT Write each word in the correct column.

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

ow as in *cow* “ou_” Spellings

Other Sound Spellings

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

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

supsoe _____ btdou _____

rndgou _____ levsurose* _____

*Bonus

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

pout _____ round _____

mouse _____ sour _____

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



Spelling Pattern Worksheet #50

oi Sound "oi_"

FOCUS The *oi* sound heard in *koi* can be spelled "oi_" as in *coin*.

SORT Write each word in the correct column.

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

oi Sound "oi_" Spellings

Other Sound Spellings

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

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

lioc _____ simot _____
ilfo _____ ivaodde* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #51

oi Sound “_oy”

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

SORT Write each word in the correct column.

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

oi Sound “_oy” Spellings

Other Sound Spellings

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

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

yojlf _____ plemoy _____
yibohs _____ gniyortsed* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #52

aw Sound "aw"

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

SORT Write each word in the correct column.

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

aw Sound "aw" Spellings

Other Sound Spellings

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

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

wsla _____ rwlad _____

wpan _____ bwjanoe* _____

*Bonus

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

claw _____ law _____

bawl _____ fawn _____

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



Spelling Pattern Worksheet #53

aw Sound "au"

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

SORT Write each word in the correct column.

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

aw Sound "au" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

hagttu _____ miurotaudi _____

ugcaht _____ neidcaue* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #54

aw Sound "al"

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

SORT Write each word in the correct column.

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

aw Sound "al" Spellings

Other Sound Spellings

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

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

mastlo _____ lafse _____

malron _____ mmtlroai* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #55

aw Sound "all"

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

SORT Write each word in the correct column.

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

aw Sound "all" Spellings

Other Sound Spellings

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

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

llaw _____ seblaba _____

llsta _____ wayllah* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #56

r-controlled “ur”

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

SORT Write each word in the correct column.

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

er Sound “ur” Spellings

Other Sound Spellings

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

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

rdremu _____ runtngi _____

fsru _____ lurehr* _____

*Bonus

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

urn _____ furl _____

spurt _____ curse _____

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



Spelling Pattern Worksheet #57

r-controlled “er”

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

SORT Write each word in the correct column.

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

er Sound “er” Spellings

Other Sound Spellings

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

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

rnest _____ eerswte _____

selrehf _____ thresfea* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #58

r-controlled “ir”

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

SORT Write each word in the correct column.

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

***er* Sound “ir” Spellings**

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

tisr _____ rmuisq _____

irdht _____ pingrihc* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #59

r-controlled “ar”

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

SORT Write each word in the correct column.

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

ar Sound “ar” Spellings

Other *r*-controlled Spellings

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

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

rmcha _____ ttsaring _____

hrksa _____ harccloa* _____

*Bonus

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

star _____ arm _____

lard _____ art _____

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



Spelling Pattern Worksheet #60

r-controlled “or”

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

SORT Write each word in the correct column.

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

or Sound “or” Spellings

Other *r*-controlled Spellings

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

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

rttyfo _____ bwrone _____

rtso _____ rdebor* _____

*Bonus

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

scorn _____ sword _____

tort _____ cork _____

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

Spelling Pattern Worksheet #61

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

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

SORT Write each word in the correct column.

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

Hard *c* Spellings

Other Sound Spellings

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

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

ctahc _____	ccbreamu _____
nnekel _____	mcktaech* _____

*Bonus

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

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

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



Spelling Pattern Worksheet #62

Soft *c* Sound “s” and “c[e,i,y]”

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

SORT Write each word in the correct column.

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

Soft *c* Spellings

Other “s” and “c” Spellings

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

nect _____ ycfna _____

trcius _____ cmntngeei* _____

*Bonus

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

_____ p. ____ _____ p. ____

_____ p. ____ _____ p. ____

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



Spelling Pattern Worksheet #63

Hard g Sound “g[a,o,u]”

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

SORT Write each word in the correct column.

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

Hard g Spellings

Other “g” Spellings

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

gtues	_____	noge	_____
ggleru	_____	solgneia*	_____

*Bonus

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

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

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



Spelling Pattern Worksheet #64

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

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

SORT Write each word in the correct column.

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

Soft g Spellings

Other “j” and “g” Spellings

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

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

megs _____ negrela _____

anitg _____ nasgymium* _____

*Bonus

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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



Spelling Pattern Worksheet #65

Soft y Long /e/

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

SORT Write each word in the correct column.

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

Soft y Long /e/ Spellings

Other y Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____ p. _____

_____ p. _____

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

rlindfey _____ ahnyd _____

nkmoey _____ obybsiht* _____

*Bonus

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



Spelling Pattern Worksheet #66

Soft y Long /i/

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

SORT Write each word in the correct column.

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

Soft /y/ sound Long /i/ Spellings

Other “y” Spellings

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

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

_____ p. ____

_____ p. ____

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

cingry _____ pryel _____

sujfyti _____ rlunydieng* _____

*Bonus

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



Spelling Pattern Worksheet #67

Double Consonant before Suffix

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

SORT Write each word in the correct column.

drummer prediction unfairness stopping
entered hopeless permitted baggage

Double Consonant before Suffix

No Double Consonant before Suffix

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

_____ 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.



Spelling Pattern Worksheet #68

Single Consonant before Suffix

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

SORT Write each word in the correct column.

biggest equipment weakness convention
suffering admitted batteries shocking

Single Consonant before Suffix

Double Consonant before Suffix

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

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

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

nitiwag _____ satbeld _____

reouislsy _____ voengremnt* _____

*Bonus

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



Spelling Pattern Worksheet #69

/j/ “_dge”

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

SORT Write each word in the correct column.

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

/j/ “_dge” Spellings

Other /j/ Spellings

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

_____ p. ____

_____ p. ____

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

elgepd _____ gfteid _____

dloge _____ ujimsgde* _____

*Bonus

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

Spelling Pattern Worksheet #70

/j/ “ge”

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

SORT Write each word in the correct column.

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

/j/ “_ge” Spellings

Other /j/ Spellings

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

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

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

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

greu _____ eguh _____

gamci _____ tagnocuosi* _____

*Bonus

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

Spelling Pattern Worksheet #71

“_ie”

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

SORT Write each word in the correct column.

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

Long /e/ “_ie” Spellings

Long /i/ “_ie” Spellings

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

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

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

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

esrid _____ sielf _____
lyied _____ sudsiertni* _____

*Bonus

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

Spelling Pattern Worksheet #72

“ei”

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

SORT Write each word in the correct column.

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

Long /e/ “_ei” Spellings

Long /a/ “ei” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

eviecer _____	eednrier _____
hgeentie _____	ecedvire* _____

*Bonus

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

Spelling Pattern Worksheet #73

Add "s" after Vowel-"o" and "y" to Form Plurals

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

SORT Write each word in the correct column.

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

Vowel-"o" Plural Spellings

Vowel-"y" Plural Spellings

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

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

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

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

ptaois _____ duaois _____

yskenod _____ drysourc* _____

*Bonus

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



Spelling Pattern Worksheet #74

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

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

SORT Write each word in the correct column.

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

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

Other “es” Plural Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____ p. _____

_____ p. _____

JUMBLE Write the word with the /x/, /ch/, /sh/, /s/, or /z/ spelling found in each jumbled word.

xosef _____ hsased _____
sawex _____ waesshrac* _____

*Bonus

WRITE Compose sentences using each of the /x/, /ch/, /sh/, /s/, and /z/ spelling words.

Spelling Pattern Worksheet #75

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

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

SORT Write each word in the correct column.

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

Change y to i and add “es”

Consonant-“o” add “es”

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

SEARCH In a book find two words with consonant-“y” changed to “ies” and two words with consonant-“o” then “es” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

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

JUMBLE Write the words with with consonant-“y” changed to “ies” and the words with consonant-“o” then “es” spellings found in each jumbled word.

tesiuo _____ odes _____
sehos _____ viesaacnc* _____

*Bonus

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



Spelling Pattern Worksheet #76

Change “fe” to “ves” to Form Plurals

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

SORT Write each word in the correct column.

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

Change “fe” to “ves” Spellings

Other “es” Spellings

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

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

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

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

viles _____ oohves _____

vesseroul _____ wdavrse* _____

*Bonus

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

Spelling Pattern Worksheet #77

Irregular Plurals

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

SORT Write each word in the correct column.

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

Irregular Plural Spellings

Regular Plural Spellings

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

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

eedr _____ xoen _____

ceim _____ ppenaceids* _____

*Bonus

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



Spelling Pattern Worksheet #78

Silent Vowel Letters

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

SORT Write each word in the correct column.

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

Silent Vowel Letters

Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____ p. _____

_____ p. _____

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

obmt _____ raeb _____

tuifr _____ oppeel* _____

*Bonus

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



Spelling Pattern Worksheet #79

Silent Consonant Letters

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

SORT Write each word in the correct column.

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

Silent Consonant Spellings

Other Spellings

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

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

_____ p. ____

_____ p. ____

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

nokt _____ lkat _____

elosnm _____ stnoebmot* _____

*Bonus

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



Spelling Pattern Worksheet #80

Drop Final *e* before Suffix

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

SORT Write each word in the correct column.

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

Drop Final *e* before Suffix

Keep Final *e* before Suffix

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

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

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

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

nigtaws _____ cylkuiq _____
lcsogle _____ tementsta* _____

*Bonus

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



Spelling Pattern Worksheet #81

Keep Final *e* before Suffix

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

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

Suffix Begins with Consonant

Soft “c” or “g”-able

Soft *g*-ous

Root ends in “ee”

Root ends in “oe”

Root ends in “ye”

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

_____ p. _____

_____ p. _____

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

reylus _____ teveod _____

eyds _____ ecblaeape* _____

*Bonus

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



Spelling Pattern Worksheet #82

/ch/ “_tch”

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

SORT Write each word in the correct column.

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

/ch/ “_tch” Spellings

/ch/ “_ch” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

hncub _____ chtap _____

niehacm _____ kstengich* _____

*Bonus

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

Spelling Pattern Worksheet #83

/ch/ “_ch”

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

SORT Write each word in the correct column.

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

/ch/ “ch” Spellings

/ch/ “tch” Spellings

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

_____ p. _____ p. _____

_____ p. _____ p. _____

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

nhcar _____ snach _____

thcip _____ ochuedsl* _____

*Bonus

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

Spelling Pattern Worksheet #84

/k/ “_c” and “_ck”

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

SORT Write each word in the correct column.

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

/k/ “_c” Spellings

/k/ “_ck” Spellings

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

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

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

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

faicfr _____ rsekcap _____

caoint _____ qckuniga* _____

*Bonus

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



Spelling Pattern Worksheet #85

/k/ "k"

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

SORT Write each word in the correct column.

smack peeking wreck baking ducted clock
looking spooking squawked flecks seismic awakened

/k/ "k" Spellings

Other /k/ Spellings

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

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

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

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

dekloc _____ akhsing _____

nkmoey _____ lesdncackit* _____

*Bonus

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

Spelling Pattern Worksheet #86

Drop Final y before Suffix

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

SORT Write each word in the correct column.

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

Change Final “y” to “i” before Suffix

Keep Final y before Suffix

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

redit _____ ginyla _____
tiesabiil _____ nnoniyga* _____

*Bonus

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



Spelling Pattern Worksheet #87

Keep Final y before Suffix

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

SORT Write each word in the correct column.

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

Keep “y” with Vowel-“y”

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

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

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

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

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

ylinglub _____ yamsedid _____
kengiycoj _____ comaccnpaying* _____

*Bonus

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

Spelling Pattern Worksheet #88

Double *l, f, s, z*

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

SORT Write each word in the correct column.

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

Double *l, f, s, z* Spellings

Other *l, f, s, z* Spellings

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

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

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

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

bffu	_____	sssmcii	_____
lleert	_____	dfcufanh*	_____

*Bonus

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



Spelling Pattern Worksheet #89

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

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

SORT Write each word in the correct column.

corporal	tall	still	stall	until	rightful
full	unusual	overflow	postal	distill	hastily
Drop <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 _____ tfllyura* _____

*Bonus

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



Spelling Pattern Worksheet #90

Greek /er/ "rh"

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

SORT Write each word in the correct column.

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

/er/ "rh" Spellings

Other Spellings

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

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

_____ p. ____

_____ p. ____

JUMBLE Write the word with the /er/ "rh" spelling found in each jumbled word.

ythmichr _____ minyhgr _____

nosihr _____ ricoethr* _____

*Bonus

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



Spelling Pattern Worksheet #91

Greek /k/ "ch"

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

SORT Write each word in the correct column.

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

/k/ "ch" Spellings

Other /k/ Spellings

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

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

_____ p. ____

_____ p. ____

JUMBLE Write the word with the /k/ "ch" spelling found in each jumbled word.

ridoch _____ rusohc _____

hemecs _____ hnicaecm* _____

*Bonus

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



Spelling Pattern Worksheet #92

lion/ "sion"

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

SORT Write each word in the correct column.

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

/shun/ after *l* or *s* "sion" Spellings

/zyun/ "sion" Spellings

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

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

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

JUMBLE Write the word with the *lion/ "sion"* spelling found in each jumbled word.

sionxelup _____ ssesnio _____
sasoinp _____ nocsoinluv* _____

*Bonus

WRITE Compose a sentence using three of your own *lion/ "sion"* spelling words.



Spelling Pattern Worksheet #93

lion/ "cian"

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

SORT Write each word in the correct column.

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

lion/ "cian" Spellings

Other lion/ Spellings

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

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

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

JUMBLE Write the word with the *lion/ "cian"* spelling found in each jumbled word.

cianiutaeb _____ ticpoain _____
siicahnyp _____ metnaicsoci* _____

*Bonus

WRITE Compose a sentence using three of your own *lion/ "cian"* spelling words.



Spelling Pattern Worksheet #94

lion/ "tion"

FOCUS The *lion/* sound is most often spelled "tion" (motion).

SORT Write each word in the correct column.

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

lion/ "tion" Spellings

Other lion/ Spellings

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

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

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

JUMBLE Write the word with the *lion/ "tion"* spelling found in each jumbled word.

ctinoa	_____	tannio	_____
cutnoia	_____	moteionla*	_____

*Bonus

WRITE Compose a sentence using three of your own *lion/ "tion"* spelling words.



Spelling Pattern Worksheet #95

Short Vowel-Consonant-le

FOCUS In addition to the common *a, e, i, o,* and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as *_ble, _cle, _dle, _fle, _gle, _ple, _sle,* and *_tle* in short vowel-consonant-le spellings (bubble, paddle).

SORT Write each word in the correct column.

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

Short Vowel-Consonant-le Spellings

Other Vowel-Consonant-le Spellings

_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

fferal	_____	ppale	_____
nkmoey	_____	adeldrts*	_____

*Bonus

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



Spelling Pattern Worksheet #96

Other Vowel Instead of Short Vowel-Consonant-le Spellings

FOCUS In addition to the common *a, e, i, o,* and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as ble, cle, dle, fle, gle, ple, sle, and tle in both short vowel-consonant-le spellings (babble, meddle, little) and other vowel sound-consonant-le spellings (ladle, bugle, purple).

SORT Write each word in the correct column.

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

Short Vowel-Consonant-le Spellings

Other Vowel Sound-Consonant-le Spellings

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

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

esaemls _____ oolden _____

letit _____ gelae* _____

*Bonus

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



Spelling Pattern Worksheet #97

Short Schwa

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

SORT Write each word in the correct column.

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

Short Schwa Spellings

Other Vowel Spellings

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

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

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

JUMBLE Write the word with the short schwa spelling found in each jumbled word.

velrat _____ nepir _____

almina _____ suaronid* _____

*Bonus

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



Spelling Pattern Worksheet #98

Long Schwa

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

SORT Write each word in the correct column.

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

Long Schwa Spellings

Other Vowel Spellings

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

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

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

JUMBLE Write the word with the long schwa spelling found in each jumbled word.

gearga _____ erhot _____

succir _____ mntearnuot* _____

*Bonus

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



Spelling Pattern Worksheet Answers

Spelling Sort #1

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

Jumble #1

stuck dusty
crunch punishment

Spelling Sort #2

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

Jumble #2

cost blond
clock slobbering

Spelling Sort #3

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

Jumble #3

pitch hidden
ridge combination

Spelling Sort #4

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

Jumble #4

deck better
chest narrowest

Spelling Sort #5

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

Jumble #5

stand last
cracker battleground

Spelling Sort #6

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

Jumble #6

death instead
tread breakfast

Spelling Sort #7

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

Jumble #7

site infinite
spine underline

Spelling Sort #8

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

Jumble #8

crate make
safe keepsake

Spelling Sort #9

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

Jumble #9

cute tribute
mute commute

Spelling Sort #10

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

Jumble #10

slope choke
bone lonesome

Spelling Sort #11

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

Jumble #11

rule tune
flute altitude

Spelling Sort #12

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

Jumble #12

chose advise
accuse disease

Spelling Pattern Worksheet Answers

Spelling Sort #13

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

Jumble #13

able oracle
fiddle settlement

Spelling Sort #14

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

Jumble #14

have moved
motive receive

Spelling Sort #15

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

Jumble #15

police prestige
latrine submarine

Spelling Sort #16

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

Jumble #16

crush splash
flesh fisherman

Spelling Sort #17

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

Jumble #17

branch crutch
couch parchment

Spelling Sort #18

monthly tent
thinking taught
thought what
smooth whir
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
grammar pinch
morph pouch

Jumble #20

gnom phonics
phony triumph

Spelling Sort #21

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

Jumble #21

taste nation
stable teenager

Spelling Sort #22

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

Jumble #22

stay delay
gra straying

Spelling Sort #23

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

Jumble #23

braid trail
aiming rainstorm

Spelling Sort #24

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

Jumble #24

beige reign
eighty neighbors

Spelling Pattern Worksheet Answers

Spelling Sort #25

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

Jumble #25

beside delight
review cemented

Spelling Sort #28

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

Jumble #28

duty mighty
lady completely

Spelling Sort #31

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

Jumble #31

pirate tricycle
Bible silent

Spelling Sort #34

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

Jumble #34

died tied
cries untried

Spelling Sort #26

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

Jumble #26

beef freely
seek referee

Spelling Sort #29

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

Jumble #29

meat clean
dreary pleased

Spelling Sort #32

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

Jumble #32

sight bright
higher delightful

Spelling Sort #35

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

Jumble #35

ocean also
lotion obesity

Spelling Sort #27

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

Jumble #27

deceit deceiving
receive receipt

Spelling Sort #30

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

Jumble #30

media medium
lenient trivia

Spelling Sort #33

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

Jumble #33

crying cyclone
justify myself

Spelling Sort #36

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

Jumble #36

toes poems
goes woeful

Spelling Pattern Worksheet Answers

Spelling Sort #37

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

Jumble #37

coast sailboat
goats topcoat

Spelling Sort #40

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

Jumble #40

fewest nephew
curfew jeweler

Spelling Sort #43

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

Jumble #43

true glued
duels untrue

Spelling Sort #46

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

Jumble #46

stood cooking
hood roofer

Spelling Sort #38

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

Jumble #38

grown towing
stowed bowtie

Spelling Sort #41

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

Jumble #41

argue avenue
value barbecue

Spelling Sort #44

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

Jumble #44

runner student
futon fluency

Spelling Sort #47

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

Jumble #47

push pudding
input rosebush

Spelling Sort #39

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

Jumble #39

puny butane
cubic musician

Spelling Sort #42

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

Jumble #42

food spoonful
boot raccoons

Spelling Sort #45

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

Jumble #45

drew corkscrew
stew newborn

Spelling Sort #48

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

Jumble #48

town vowel
rowdy cowboys

Spelling Pattern Worksheet Answers

Spelling Sort #49

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

Jumble #49

spouse doubt
ground ourselves

Spelling Sort #52

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

Jumble #52

laws drawl
pawn jawbone

Spelling Sort #55

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

Jumble #55

wall baseball
stall hallway

Spelling Sort #58

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

Jumble #58

stir squirm
thirst chirping

Spelling Sort #50

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

Jumble #50

coil moist
foil avoided

Spelling Sort #53

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

Jumble #53

taught auditorium
caught audience

Spelling Sort #56

burn charcoal
surfing pork
burst perspire
curls thirst
churn certainly
churned squirm

Jumble #56

murder turning
surf hurler

Spelling Sort #59

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

Jumble #59

charm starting
shark charcoal

Spelling Sort #51

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

Jumble #51

joyful employ
boyish destroying

Spelling Sort #54

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

Jumble #54

almost false
normal immortal

Spelling Sort #57

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

Jumble #57

stern sweeter
herself feathers

Spelling Sort #60

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

Jumble #60

forty newborn
sort borders

Spelling Pattern Worksheet Answers

Spelling Sort #61

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

Jumble #61

catch cucumber
kennel checkmate

Spelling Sort #64

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

Jumble #64

gems general
giant gymnasium

Spelling Sort #67

drummer prediction
stopping unfairness
permitted entered
baggage hopeless

Jumble #67

letting cancelled
hopping outwitted

Spelling Sort #70

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

Jumble #70

urge huge
magic contagious

Spelling Sort #62

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

Jumble #62

cent fancy
citrus cementing

Spelling Sort #65

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

Jumble #65

friendly handy
monkey hobbyist

Spelling Sort #68

equipment biggest
weakness suffering
convention admitted
shocking batteries

Jumble #68

waiting blasted
seriously government

Spelling Sort #71

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

Jumble #71

dries flies
yield industries

Spelling Sort #63

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

Jumble #63

guest gone
gurgle gasoline

Spelling Sort #66

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

Jumble #66

crying reply
justify underlying

Spelling Sort #69

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

Jumble #69

pledge fidget
lodge misjudge

Spelling Sort #72

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

Jumble #72

receive reindeer
eighteen deceiver

Spelling Pattern Worksheet Answers

Spelling Sort #73

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

Jumble #73

patios audios
donkeys corduroys

Spelling Sort #76

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

Jumble #76

lives hooves
ourselves dwarves

Spelling Sort #79

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

Jumble #79

knot talk
solemn tombstone

Spelling Sort #82

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

Jumble #82

bunch patch
machine sketching

Spelling Sort #74

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

Jumble #74

foxes dashes
waxes carwashes

Spelling Sort #77

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

Jumble #77

deer oxen
mice appendices

Spelling Sort #80

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

Jumble #80

wasting quickly
closely statement

Spelling Sort #83

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

Jumble #83

ranch snatch
pitch slouched

Spelling Sort #75

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

Jumble #75

duties does
shoes vacancies

Spelling Sort #78

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

Jumble #78

tomb bear
fruit people

Spelling Sort #81

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

Jumble #81

surely vetoed
dyes peaceable

Spelling Sort #84

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

Jumble #84

traffic packers
action quacking

Spelling Pattern Worksheet Answers

Spelling Sort #85

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

Jumble #85

locked shaking
monkey candlestick

Spelling Sort #86

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

Jumble #86

tried laying
abilities annoying

Spelling Sort #87

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

Jumble #87

bullying dismayed
jockeying accompanying

Spelling Sort #88

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

Jumble #88

buff dismiss
teller handcuff

Spelling Sort #89

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

Jumble #89

normal painful
already artfully

Spelling Sort #90

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

Jumble #90

rhythmic rhyiming
rhinos rhetoric

Spelling Sort #91

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

Jumble #91

orchid chorus
scheme mechanic

Spelling Sort #92

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

Jumble #92

expulsion session
passion convulsion

Spelling Sort #93

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

Jumble #93

beautician optician
physician cosmetician

Spelling Sort #94

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

Jumble #94

action nation
auction emotional

Spelling Sort #95

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

Jumble #95

raffle apple
wrinkle straddle

Spelling Sort #96

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

Jumble #96

measles noodle
title eagle

Spelling Pattern Worksheet Answers

Spelling Sort #97

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

Jumble #97

travel	ripen
animal	dinosaur

Spelling Sort #98

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

Jumble #98

garage	other
circus	tournament



Spelling Resources Appendix

Personal Sound Walls

Spelling is primarily an auditory skill—the sounds in words are represented by letters or combinations of letters. Proper speech articulation improves spelling accuracy. These sound walls include sounds, mouth positions for speech articulation, speech articulation songs, and common spellings.

How to Study Spelling Words

Students learn a proven technique for quickly memorizing spelling words that places these spellings into the long term memory.

Spelling Proofreading Strategies

Students learn how to proofread their own writing for spelling errors.

Supplemental Word Lists

The following word lists are appropriate to supplement the weekly personal spelling list:

- The **Heart Words Assessment** features words with one or more non-phonetic parts.
- The **Academic Words List** provides grade-level Tier 2 generalizable vocabulary words.
- **The 450 Most Frequently Used Words** includes the words most frequently found in basal reading series and student writing.
- **The 100 Most Often Misspelled Words** has been put together over the years from student writing errors in the intermediate elementary grades.
- **The 70 Most Commonly Confused Words** has the most often confused spelling-vocabulary words. Many of these commonly confused words are homophones (words that sound the same, but have two different spellings) e.g., “lead” and “led”, and some are just very similar in their sounds or spellings e.g., “advise” and “advice”.

Eight Spelling Rules and Songs

The Eight Advanced Spelling Rules provide concise explanations and example words for the most common conventional spelling rules—a useful one-page reference tool for students.

Spelling Review Games

Play these games to review before the summative assessments and when time permits.

Vowel Valley Sound Wall

Tight Smile

Short Schwa

Puckered Lips

Slightly Opened

Long Schwa

Fully Opened

Phoneme cards include:

- /e/ as in eagle
- /i/ as in pig
- /a/ as in ape
- /e/ as in gecko
- /ɔ/ as in bodger
- /i/ as in ibex
- /ɒ/ as in hawk
- /ɔ/ as in otter
- /u/ as in mule
- /oo/ as in rooster
- /oo/ as in woodpecker
- /o/ as in okapi
- /u/ as in buffalo
- /aw/ as in hawk
- /ɔ/ as in orca

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Short Vowel Valley Sound Wall

/ɪ/ 
 as in pig
 i
 _y



	i	
	i	
	i	
	y	

/ɛ/ 
 as in gecko
 e _ea



	e	
	e	
	e	a
	e	a

/ă/ 
 as in badger
 a




	a	
	a	
	a	
	a	

/ɒ/ 
 as in otter
 o



	o	
	o	
	o	
	o	

/ʊ/ 
 as in buffalo
 u



	u	
	u	
	u	
	u	

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Long Vowel Valley Sound Wall

/ē/

as in eagle

e [c]ei ea

_ee

ie

e_e



_y_ey

	e	e	
		e	
	e	a	
		i	e
	e		e

	c	e	i	
			y	
		e	y	

/ā/

as in ape

a

_ay

a_e

ai_



ei[gh]

/ī/

as in ibex

i i_e

_igh

y

_ie



	i	g	h
	i		e
			y
		i	e

	u	
	u	e
	e	w
	u	e

/ū/

as in mule

u

u_e

_ew

_ue



/ō/

as in okapi

o o_e

oe oa

ow



	o	
	o	e
	o	a
	o	w

a			
	a	y	
	a	e	
e	i	g	h

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Diphthong Valley Sound Wall

/oi/ 
 as in koi
 oi_ _oy


	o	i	
	o	i	
		o	y
		o	y

/ow/ 
 as in cow
 _ow
 ou_




		o	w	
		o	w	
		o	u	
		o	u	

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

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


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

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


/oo/ 
 as in woodpecker
 oo
 u


r-Controlled Vowel Valley Sound Wall

/er/ 
 as in ermine
 er
 ir
 ur




	e	r	
		i	r
	u	r	

/ar/ 
 as in shark
 ar



	a	r	
		a	r
	a	r	
	a	r	

/or/ 
 as in orca
 or
 ore



	o	r		
		o	r	e
	o	r		
	o	r		

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Consonant Sound Wall

v=voiced

STOPS

AFFRICATES

NASALS



/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] 
_c
_ck [a, o, u]


/g/  as in goose
g [a, o, u] 

/ch/  as in cheetah
ch tch 

/j/  as in jackrabbit
j [e, i] 
_g
_dge

/m/  as in mouse
m 

/n/  as in newt
n kn_ 

/ng/  as in lemming
_ng _n 

FRICATIVES



/s/  as in seagull
s 
c [e, y]

/z/  as in zebra
z _s 

/th/  as in python
th_ 

/th/  unvoiced as in sloth
th_ 

/sh/  as in sheep
sh _ci_ 
si
ti

/zh/  as in television
_ge _s_ 

/f/  as in ferret
f ph 

/v/  as in vulture
v 



/h/  as in horse
h 

GLIDES

LIQUIDS

2 SOUNDS


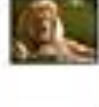


/y/  as in yak
y 

/wh/  as in whale
wh_ 

/w/  as in wolf
w 

/r/  as in raccoon
r wt_ 

/l/  as in lion
l 

/x/  as in fox
x 

/q/  as in quail
qu_ 

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Consonant Sound Wall Stops



v=voiced



/p/ 
 as in puffin
 p


/b/  **v**
 as in bear
 b


/t/ 
 as in tiger
 t


/d/  **v**
 as in dog
 d


/k/ 
 as in kangaroo
 k[i,e]
 _c
 _ck

 c[a,o,u]

/g/  **v**
 as in goose
 g[a,o,u]


p	
p	
	p
	p

b	
b	
	b
	b

t	
t	
	t
	t

d	
d	
	d
	d

k	i	
k	e	
	c	k
	c	k

g	a	
g	o	
g	u	
		g
		g

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Consonant Sound Wall Affricates

v=voiced



/ch/ 

as in
cheetah
ch _tch



/j/  **v**

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



c h

j

e n

j

c h

j


t c h

j


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Consonant Sound Wall Nasals



/m/ 

as in
mouse

m 


m	
m	
	m
	m

/n/ 


as in newt
n kn_



n	
k	n
	n
	n

/ng/  

as in
lemming
_ng _n

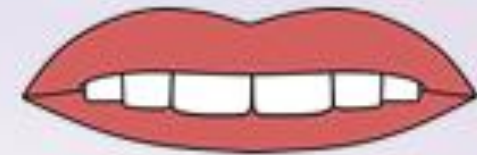


	n	g
	n	g
	n	
	n	

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Consonant Sound Wall Fricatives



v=voiced



/s/ 
as in
seagull

s
c[e,i,y]

s	
s	
	s
	s

/z/  v
as in
zebra

z
_s


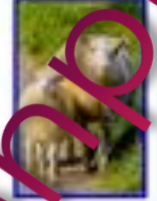
z	
z	
	z
	s

/th/  v
voiced as
in python
th_





t	h
t	h
t	h
t	h

/th/ 
unvoiced
as in sloth
th




t	h
t	h
	t h
	t h

/sh/ 
as in sheep
sh _ci_
si
ti


s	h
s	h
	s h
	s h

/zh/  
as in
television
_ge _s_


	s
	s i
	g e
	g e

/f/ 
as in ferret
f ph


f	
f	
	f
	p h

/v/ 
as in
vulture
v


v	
v	
	v
	v

/h/ 
as in
horse
h


h	
h	
	h
	h

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Consonant Sound Wall Glides



/y/  V
as in yak
y



y

y

b y

y i n g

y s



/wh/ 
as in
whale
wh_



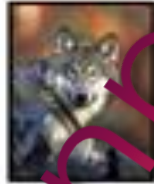
w h

w h

w h

w h

/w/ 
as in wolf
w



w

w

w



w

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Consonant Sound Wall Liquids



/r/ 
as in
raccoon
r
wr_ 

/l/ 
as in lion
l 

r	
r	
r	
r	

l	
l	
	l
	l

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Consonant Sound Wall 2 Sounds



/x/ 
as in fox
x


	x
	x
	x

/q/ 
as in quail
qu_


q	u	
q	u	
q	u	

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How to Study Spelling Words

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

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

Spelling Proofreading Strategies

Follow these spelling proofreading strategies for editing your own stories and essays. Spelling researchers estimate that up to 50% of spelling errors can be self-corrected through effective proofreading. Try the practice exercises, then self-correct. The answers appear at the end of this lesson.

1. Proofread one paragraph at a time. Paragraphs are the writer's divisions of meaning. A new paragraph means a new topic or a new voice. Thus, the writer must deal with the old completely, before moving on to the new. Complete all of the following proofreading strategies before moving on to the next paragraph when reviewing a multi-paragraph story or essay.

Directions: Silently read the three paragraphs all the way through. Then, re-read one paragraph at a time, consciously looking for and marking errors with a slash (/). Most writers will find more errors when they focus on proofreading one paragraph at a time.

Practice

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

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

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

2. Read the paragraph out loud. Pronunciation informs spelling and will provide an auditory check with the writer's own oral language skills read for grammar, usage, and word choice.

Directions: Read the following silently at a normal reading pace. Then read it out loud. Most will find that pronunciation helps the reader identify the correct words from the spelling errors.

Practice

Wunz ah pawn ah tyem, dare wur deez tree leddel peegz zat lift en dah zaym playz. Eggsulee, day lift en dare owen homz en dah viludg. Wun uv deez howez s wuz mayd uv ster aw, uhnudder ov stah ix, weth dah vest wun billt owd uv ber ix.

Wun mornen de viludg wulf kaym dew balow dez peegz howz s downen. De furest wunz kaym downen eze, end de ber ik howz wud ant fahel. De dum wulf klhimd uhp awn de ruf ant juppd downen dah cha 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 suprised 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** **having**.

Heart Words Spelling Assessment

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

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

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

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

Administration

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

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

Grading

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

Practice

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

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

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

Heart Words Spelling Assessment

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

Heart Words Spelling Assessment

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

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	went	some	money
should	does	water	they	clothes	people	who
would	talk	walk	two	wash	been	have
your	do	don't	won't	there	are	done
find	learn	kind	warm	were	one	gone
height	both	mother	son	old	busy	again
because	nothing	against	through	guess	many	live
only	four	front	door	thought	enough	pretty
carry	very	any	lose	guy	listen	answer
whole	truth	shoes	other	build	though	above
floor	tough	world	prove	rough	laugh	eye
doubt	half	break	heart	straight	great	island
country	touch	cough				

The Grade 7 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	own	complete	oh	hot	anything
hold	state	list	stood	hundred	ten
fast	felt	kept	notice	can't	strong

The 450 Most Frequently Used Words List

voice	probably	area	horse	matter	stand
box	start	that's	class	piece	surface
river	common	stop	am	talk	whether
fine	round	dark	past	ball	girl
road	blue	instead	either	held	already
warm	gone	finally	summer	understand	moon
animals	mind	outside	power	problem	longer
winter	deep	heavy	carefully	follow	beautiful
everyone	leave	everything	game	system	bring
watch	shell	dry	within	floor	ice
ship	themselves	begin	fact	third	quite
carry	distance	although			

The 100 Most Often Misspelled Words List

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

a lot	about	address	all right	already	although
athlete	aunt	balloon	because	been	beginning
breakfast	built	calendar	captain	caught	cereal
chocolate	choose	coming	committee	could	could
didn't	disappoint	does	doubt	either	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-prettyest*).

3. The Silent “e” Rule

Drop the *e* (*have-having*) at the end of a syllable if the ending begins with a vowel. Keep the *e* (*close-closely*) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an “ous” or “able” (*peaceable, gorgeous*), or if it ends in “ee”, “be”, 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 (*reductive, legible*), after an “ss” (*admissible*), or after an incomplete root word (*audible*).

7. The Ending “ion” Rule

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

8. The Plurals Rule

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

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

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

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

That we learned back in school.

Away we go, away we go!

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

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

and when you hear long /a/. Hey!

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

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

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

That we learned back in school.

Away we go, away we go!

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

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

and when you hear long /a/. Hey!

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

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

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

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

The Final “y” Spelling Rule

(to the tune of “Hickory Dickory Dock”)

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

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

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

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

The Final “y” Rule and Spelling Song

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

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

The Final *e* Spelling Rule

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

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

Mostly keep the *e*

When the ending is "y-e",

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

The Final "e" Rule and Spelling Song

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

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

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

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

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

Double the Consonant Rule and Spelling Song

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

<https://www.youtube.com/watch?v=kUpkxRFIvE8>

The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

If you see, “e-a-r”,
or there is a “u-r-e”,
In the root, or if you
hear hard *c* or *g*,

*This old man, he played one,
he played nick-nack on my thumb
With a nick-nack paddy-whack,
give a dog a bone,*

Then spell “ant”, “ance”, or “ancy”.

This old man came rolling home.

If you see, “id” like “fid”,
or there is an “e-r-e”
In the root, or if you
hear soft *c* or *g*,

*This old man, he played two,
he played nick-nack on my shoe
With a nick-nack paddy-whack,
give a dog a bone,*

Then spell “ent”, “ence”, or “ency”.

This old man came rolling home.

The Ending “an” or “en” Rule and Spelling Song

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

<https://www.youtube.com/watch?v=bAU-HCk579k>

The “able” or “ible” Spelling Rule (to the tune of “John Jacob Jingleheimer Schmidt”)

Base words add “able” to the end,

John Jacob Jingleheimer Schmidt,

As do word parts,

That’s my name, too.

That end in silent e

Whenever we go out,

Or with hard c or g

The people always shout,

But for all others add “i-b-l-e”.

Saying, “John Jacob Jingleheimer Schmidt.”

The “able” or “ible” Rule and Spelling Song

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

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

The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

If the /shun/ sound you do hear *Twinkle, twinkle little star,*
And it follows / or s. *How I wonder what you are.*
Or if you, hear a /zyun/ *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

Short Vowel Sounds

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

Unscrambled Words

cranberry
stretched
threading
glittering
blockers
coughing
rustproof
touchdown

Word Jumbles

rynbrearc
hceedrst
dganihetr
tlitgrgei
cblkesro
uctogin
corpitsur
cdhwnoout

Long a Sound

“a”
“a_e”
“ai_”
“_ay”
“ei”

stabled
carefully
straining
betrayal
freighter

dletbas
ylulflarc
ginianrts
tylaaebr
hefrgiret

Long e Sound

“[c]ei”
“_ee”
“ea”
“_y”
“i_e”
“[c]ei”

believed
meeting
teacher
leisurely
tambourne
ceiling

vdeielb
mtsgniee
srehcaet
ylurelies
neuriboamt
ginclie

Long i Sound

“i”
“i_e”
“_igh”
“_y”
“_ie”

tricycles
provided
frightened
beautify
untied

ylcceirts
dideprvo
tndeehgirf
fyiauetb
teundi

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Long *o* Sound

“o”

“o_e”

“_oe”

“oa_”

“ow”

coconut
hopeful
mistletoe
groaned
ownership

uconotc
plefuoh
stelimeot
anodegr
phisernow

Long *u* Sound

“u”

“u_e”

“_ew”

“_ue”

musical
usefulness
curfew
fueling

usualim
uefesslnsu
furcwe
inufegl

Consonant-Final *e*

“a_e”

“e_e”

“i_e”

“o_e”

/ū/ “u_e”

/oo/ “u_e”

as in *rooster*

milkshake
completed
submarine
lonesome
muleskinner
parachute

klsimkeah
Ideemocpt
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
titiadeu
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

nemtnojey

ow Sound

“_ow”

“ou_”

downtown

throughout

wnownotd

tughorutoh

Consonant Digraphs

“wh_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wdlrinhiw

othaohect

ohpahprogt

hdnosicue

eapnmehicz

r-controlled Vowels

ur Sound

“er”

“ir”

“ur”

partnership

birthday

urgency

ntphrapresi

hdyabitr

nygceur

ar Sound

“ar”

calendar

leacnrda

or Sound

“or”

thunderstorm

rmostdrenuht

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
 iryfet
 uoan dgylpr

Non-phonetic Words

thorough
 Wednesday
 against
 thought
 beautiful

hghoorut
 dewsneday
 gantias
 hoghutt
 euatbfilu

Consonant Doubling

committee
 disappoint
 beginning
 Mississippi

mocmetei
 aioitnpsdp
 nnnngiibge
 ppssssiim

/j/ Sound

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

baiges
 bandage
 jackrabbit
 generally
 gigantic
 tragedy

gsadeb
 egndaba
 abtibkacjr
 leryaleng
 tnciagig
 gretayd

i before e

“ie”
 “ei”
 “ei” with /ā/

earpiece
 receiving
 neighbors

ceiprae
 vgineicer
 osbhrieng

Word Making

Sound-Spellings

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

Unscrambled Words

catastrophe
cooperate
currently
recently
cinnamon
bicycles

Word Jumbles

rsatacohept
epeartoc
tnylrurce
eectryn
mneanic
cdlyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
gginteai
arsotlgyo

“s” and “es” Plurals

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

stereos
attorneys
batboys
bookcases

treesos
rtatoysen
tbsyoab
seskcaoob

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

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

mailboxes
branches
eyelashes
surprises
midwives

lxmiaesob
bcrhsane
hssealyee
rsspueirs
viwedsim

Irregular Plurals

children
armadillos
beliefs
people

dlinchec
losaaidlmr
eleifbs
lppeeo

Word Making

Sound-Spellings

Unscrambled Words

Word Jumbles

Contractions

haven't
they're
could've

tenavh'
y'heret
evlu'dco

Silent Letters

plumbing
knowledge
scientific
cornstalk
leagues

lnhbpugn
ewgodnkl
ciifetnisc
estoakln
glseeua

Homonyms

(two words together)

breakbrake
thronethrown
piecepeace
theirthere

bbrkrkeaae
wtrhonrtheon
ppieceeacec
rirttheee

Greek and Latin Prefixes

substitute
hemisphere
disappear
supernatural

bssttuteiu
hierhepsme
rapspdiea
srpenuaaulrt

Greek and Latin Roots

auditorium
thermometer
inspect
sympathy

duoirmatiu
mmtherereto
pnstcie
yatphysm

Greek and Latin Suffixes

abbreviate
judicial
gorgeous
inventor

breebaiavt
caijldu
oeusgrgo
rtvnieon