

# DIFFERENTIATED SPELLING INSTRUCTION

MARK PENNINGTON



GRADE  
LEVEL  
PROGRAMS  
3, 4, 5, 6, 7, 8



ASSESSMENT-  
BASED  
SPELLING  
PATTERNS



## Diagnostic Spelling Assessment Directions

The purpose of this assessment is to determine which previous grade-level spelling patterns students have and have not yet mastered. Choose the Diagnostic Spelling Assessment format which best suits your needs and administer test items #s 1–102. As a general guideline (no research basis), consider administering the following test items:

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

### Administration Formats

**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.

**2. Audio and Paper:** Teacher plays either the normal or faster speed audio file. Listen to see which is best for your students: **Diagnostic Spelling Assessment 22:38** [audio file](#); **Diagnostic Spelling Assessment 17:26** [audio file](#). Each audio file includes all administrative directions. Students take the test on binder paper. Model how you want students to number before administering the assessment.

### Administration Directions

“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.

### Correcting and Recording the Data

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.

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.

## Diagnostic Spelling Assessment

1.	bumper	The car bumper had a large dent.	bumper	<b>Short Vowels</b>
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	
7.	provide	She can provide all of the details.	provide	<b>Silent Final e</b>
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	<b>Consonant Digraphs</b>
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	<b>Long /a/</b>
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	
25.	maybe	He thought maybe they would agree.	maybe	<b>Long /e/</b>
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	
31.	bicycle	She got a bicycle for her birthday.	bicycle	<b>Long /i/</b>
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	
39.	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	

## Diagnostic Spelling Assessment

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78.	soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
79.	fellowship	The hobbit joined the secret fellowship.	fellowship	
80.	humor	She had a great sense of humor.	humor	
81.	fewer	There are fewer choices than I had thought.	fewer	
82.	rescued	The dog rescued the child from the river.	rescued	

### End of Grade 2 Test Items

## Diagnostic Spelling Assessment

83.	poodle	The black poodle loved to eat ice cream.	poodle	
84.	overdue	Your library book is overdue.	overdue	
85.	duty	Do your duty to your country.	duty	
86.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
87.	looked	He looked older than he really was.	looked	
88.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
89.	crowded	This school is very crowded.	crowded	
90.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
91.	poisoned	The chemical poisoned the water.	poisoned	
92.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
93.	awful	The engine made an awful sound.	awful	
94.	auditorium	The band played in the auditorium.	auditorium	
95.	already	My teacher already knows the answer.	already	
96.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>

### End of Grade 3 Test Items

97.	curling	She liked curling her hair with her fingers.	curling	
98.	winter	This winter I want to visit the beach.	winter	
99.	firmly	The student held the handle firmly.	firmly	
100.	alarm	A man set off the car alarm.	alarm	
101.	boring	The television show was very boring.	boring	<b>r-controlled</b>
102.	cucumber	He likes cucumber in his salad.	cucumber	
103.	procedure	The guard followed the procedure.	procedure	
104.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
105.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>

### End of Grade 4 Test Items

106.	spicy	The Mexican food was spicy.	spicy	<b>Soft y Long /e/</b>
107.	identify	No one could identify the stranger.	identify	<b>Soft y Long /i/</b>
108.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
109.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
110.	dodgeball	The children could not play dodgeball.	dodgeball	
111.	advantage	We had the advantage of playing at home.	advantage	<b>/j/</b>
112.	believe	I will believe it when I see it.	believe	
113.	receive	Did you receive the letter?	receive	<b>“ie”/“ei”</b>
114.	radios	We listened to our radios.	radios	
115.	bushes	They found the child hiding in the bushes.	bushes	
116.	ladies	The ladies softball team won their game.	ladies	
117.	bookshelves	They dusted the bookshelves.	bookshelves	
118.	women	The women volunteered for the carnival.	women	<b>Plurals</b>

## Diagnostic Spelling Assessment

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

### End of Grade 5 Test Items

123.	catcher	The catcher tagged the runner out.	catcher	<b>/ch/</b>
124.	touchdown	Our players scored the winning touchdown.	touchdown	
125.	gigantic	The gigantic boulder blocked the road.	gigantic	
126.	sunken	The pirates searched for sunken treasure.	sunken	
127.	denied	He denied any knowledge of the crime.	denied	<b>Drop/Keep</b> <b>Final y</b>
128.	carrying	We got tired of carrying the baskets.	carrying	
129.	handcuffs	The police officer carried handcuffs.	handcuffs	
130.	careful	Please be careful with that glass vase.	careful	
131.	rhythm	He could not clap to the rhythm of the song.	rhythm	<i>l, f, s, z</i> <b>Greek “rh”/</b> <b>“ch”</b>
132.	chorus	The chorus of the song was repeated.	chorus	
133.	explosion	A loud explosion followed the car crash.	explosion	
134.	musician	He made his career as a musician.	musician	
135.	emotional	Her poetry triggered an emotional response.	emotional	<b>/ion/</b> <b>Consonant–</b> <b>“le”</b>
136.	bubble	She blew a huge bubble with her gum.	bubble	
137.	miracle	It was just a miracle that she finished.	miracle	

### End of Grade 6 Test Items

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

### End of Grade 7 Test Items

140.	laughable	His clumsy response was laughable.	laughable	<b>“able”/“ible”</b> <b>“ance”/</b> <b>“ence”</b>
141.	eligible	I was now eligible to win the grand prize.	eligible	
142.	significance	The significance of her research was huge.	significance	
143.	confidence	The teacher earned our highest confidence.	confidence	

### End of Grade 8 Test Items

**NOTE:** The grades 3, 4, 5, 6, 7, and 8 [Differentiated Spelling Instruction](#) programs provide 102 corresponding worksheets to remediate each spelling pattern. Additionally, each program provides grade-level spelling tests and practice. In other words, teachers can help students *catch up* while they *keep up* with grade-level instruction. The assessment and grade-level programs are also available as Differentiated Spelling Instruction (Canadian English) versions.

## Diagnostic Spelling Assessment Mastery Matrix

[illegible]

*Differentiated Spelling Instruction* Grades 3–8 ©2013, 2023 Pennington Publishing



## Diagnostic Spelling Assessment Mastery Matrix

[illegible]

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Soft y C. Doubling						/j/	“ie” “ei”		Plurals			Silent Letters					Final <i>e</i>	/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	Soft y Long <i>/e/</i>	Soft y Long <i>/i/</i>	Double Consonant before Suffix	Single Consonant before Suffix	<i>/j/</i> “ dge”	<i>/j/</i> “ ge”	<i>i</i> before <i>e</i>	<i>e</i> before <i>i</i>	Add <i>s</i> after Vowel- <i>o</i> and <i>y</i>	Add “ es” after <i>/x/</i> , <i>/ch/</i> , <i>/sh/</i> , <i>/s/</i> , and <i>/z/</i>	Change <i>y</i> to <i>i</i> and add “ es”	Change “ fe” to “ ves”	Irregular Plurals	Silent Vowel Letters	Silent Consonant Letters	Drop Final <i>e</i> before Suffix	Keep Final <i>e</i> before Suffix	<i>/ch/</i> “ tch”	<i>/ch/</i> “ ch”	<i>/k/</i> “ c” and “ ck”	<i>/k/</i> “ k”
Class																					
Student Names																					
																</					

## Diagnostic Spelling Assessment Mastery Matrix

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## **NOTES**