

# DIFFERENTIATED SPELLING INSTRUCTION *the* CANADIAN ENGLISH VERSION



SPELLING  
PATTERN TESTS  
SPELLING SORTS  
DIAGNOSTIC  
ASSESSMENT  
REMEDIAL  
SPELLING  
WORKSHEETS



GRADE 4



Visual Watermark



PENNINGTON  
PUBLISHING

**Differentiated  
Spelling  
Instruction**  
*the Canadian*  
**English Version**  
**Grade 4**

**Mark Pennington**

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

Congratulations on your purchase of *Differentiated Spelling Instruction the Canadian English Version Grade 4*.

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Mark Pennington  
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## Introduction, Overview, and Weekly Instructional Plan

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*Differentiated Spelling Instruction (the Canadian English Version) Grade 4* provides teachers with comprehensive program resources to teach both grade-level spelling patterns and previous grade-level spelling patterns which students have not yet mastered. With this program, Canadian teachers can truly differentiate instruction for all students with maximum instruction and practice, using minimal class time.

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

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

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

*Differentiated Spelling Instruction (the Canadian English Version) Grade 4* features 30 weekly grade-level spelling word lists and tests based upon instructional spelling patterns. Each spelling pattern has a corresponding spelling sort. Quarterly summative assessments with progress monitoring matrices help teachers monitor individual and class mastery of the grade-level spelling patterns.

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

## Overview

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

## Individualized Instruction

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

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

## Whole Class Grade Level Instruction

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

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

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

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

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

## Extended Learning

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

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

## Weekly Spelling Instructional Plan:

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

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

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

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

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

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





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

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



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

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

**Boldface denotes introductory level**

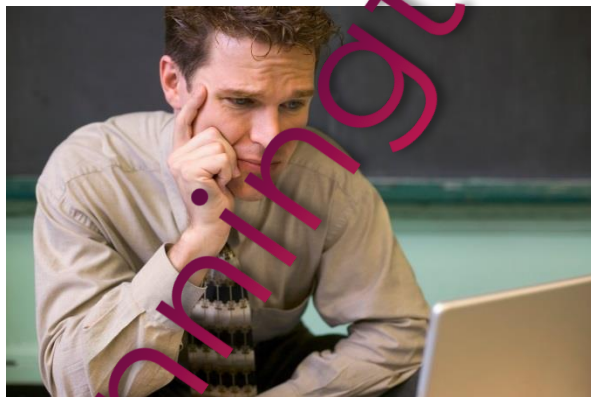
**Blue font indicates American English derivations from Canadian English**



## Teacher Pages

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



# Spelling Patterns Test #1

---

## Short Vowels

1. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict



# Spelling Sort Answers #1

## Short Vowels

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict

/ă/

detract

brand

brass

task

/ĭ/

little

missile

bridge

strict

/ŭ/

crust

roughly

hutch

Dutch

/ĕ/

medic

breath

pleasure

shred

/ŏ/

stocking

sought

wrongly

locker

### SPELLING TIPS

#### Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.



## Spelling Patterns Test #2

---

### Long Vowels

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify



## Spelling Sort Answers #2

### Long Vowels

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

#### SPELLING WORDS

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignity

/ā/

betray  
aching  
reign  
prayer

/ī/

slight  
surprise  
knives  
dignify

/ū/

cubicle  
venue  
curfew  
feud

/ē/

indeed  
increase  
helium  
centipede

/ō/

ownership  
loaves  
clothed  
sewing

#### SPELLING TIPS

##### Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

## Spelling Patterns Test #3

---

### Consonant-Final *e*

1. **tribute**
2. **stolen**
3. **brute**
4. **meanwhile**
5. **muted**
6. **graceful**
7. **revere**
8. **kite**
9. **rarely**
10. **probe**
11. **convene**
12. **whine**
13. **altitude**
14. **careful**
15. **merely**
16. **useful**
17. **scenery**
18. **alone**
19. **safety**
20. **rudely**



## Spelling Sort Answers #3

### Consonant-Final *e*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

#### SPELLING WORDS

1. tribute
2. stolen
3. brute
4. meanwhile
5. muted
6. graceful
7. revere
8. kite
9. rarely
10. probe
11. convene
12. whine
13. altitude
14. careful
15. merely
16. useful
17. scenery
18. alone
19. safety
20. rudely

**a\_e**

graceful

rarely

careful

safety

**i\_e**

meanwhile

kite

whine

**Long Vowel *u* (/ū/)**

**u\_e**

tribute

muted

useful

**e\_e**

revere

convene

merely

scenery

**o\_e**

stolen

probe

alone

**Long /oo/ as in rooster**

**u\_e**

brute

altitude

rudely

## Spelling Patterns Test #4

---

### Vowel Diphthongs

1. **toothache**
2. **woods**
3. **haunted**
4. **doubtless**
5. **rejoice**
6. **awfully**
7. **pudding**
8. **hula**
9. **anoint**
10. **trout**
11. **should**
12. **withstood**
13. **oyster**
14. **crowded**
15. **audition**
16. **loudly**
17. **boycott**
18. **cruelly**
19. **fawn**
20. **cruise**





# Spelling Sort Answers #4

## Vowel Diphthongs

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowded
15. audition
16. loudly
17. boycott
18. cruelly
19. fawn
20. cruise

/aw/

haunted

awfully

audition

fawn

Short /oo/  
as in woodpecker

woods

pudding

should

withstood

/ow/

doubtless

trout

crowded

loudly

• Long /oo/ as in rooster

toothache

hula

cruelly

cruise

/oi/

rejoice

anoint

oyster

boycott

### SPELLING TIPS

What are the blanks in the spellings?

The blanks show where there are consonant sounds.

# Spelling Patterns Test #5

---

## Consonant Digraphs

1. **tenth**
2. **whale**
3. **crush**
4. **bench**
5. **telegraph**
6. **munch**
7. **whisper**
8. **shift**
9. **phrase**
10. **booth**
11. **wherever**
12. **chance**
13. **fishing**
14. **throat**
15. **trophy**
16. **shack**
17. **whip**
18. **phantom**
19. **thinking**
20. **churn**

# Spelling Sort Answers #5

## Consonant Digraphs

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. tenth
2. whale
3. crush
4. bench
5. telegraph
6. munch
7. whisper
8. shift
9. phrase
10. booth
11. wherever
12. chance
13. fishing
14. throat
15. trophy
16. shack
17. whip
18. phantom
19. thinking
20. churn

**wh**

whale  
whisper  
wherever  
whip

**ph**

telegraph  
phrase  
trophy  
phantom

**ch**

bench  
munch  
chance  
churn

**th**

tenth  
booth  
throat  
thinking

**sh**

crush  
shift  
fishing  
shack

### SPELLING TIPS

**What is a consonant blend?**

A consonant blend is a team of two or three consonants, each with a different sound.

## Spelling Patterns Test #6

---

*r*-controlled Vowels: *ar, ir, ur*

1. encircled
2. firmness
3. angular
4. uranium
5. blurted
6. charcoal
7. cigar
8. urgently
9. absurd
10. irritate
11. aspirin
12. adventurous
13. affirmed
14. sulfur
15. alarming
16. altar
17. murmur
18. necessary
19. library
20. directly



## Spelling Sort Answers #6

*r*-controlled Vowels: *ar, ir, ur*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. encircled
2. firmness
3. angular
4. uranium
5. blurted
6. charcoal
7. cigar
8. urgently
9. absurd
10. irritate
11. aspirin
12. adventurous
13. affirmed
14. sulfur
15. alarming
16. altar
17. murmur
18. necessary
19. library
20. directly

**ar**

angular  
cigar  
charcoal  
library  
necessary  
altar  
alarming

**ir**

encircle  
irritate  
directly  
affirmed  
aspirin  
firmness

**ur**

uranium  
urgently  
sulfur  
murmur  
absurd  
adventurous  
blurted

### SPELLING TIPS

Why are these called “*r*-controlled vowels”?

The *r* controls the preceding vowel sound and makes the vowel sound different than the short or long /a/, /i/, or /u/ sounds.



## Spelling Patterns Test #7

---

*r-controlled Vowels: re and our*

1. metre
2. eagre
3. glamour
4. theatre
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. litre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre



# Spelling Sort Answers #7

*r*-controlled Vowels: *re* and *our*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

## SPELLING WORDS

1. metre
2. eagre
3. glamour
4. theatre
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. litre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre

**\_re**

centre  
metre  
fibre  
lustre  
centimetre  
meagre  
millimetre  
calibre  
eagre  
mediocre  
spectre  
theatre  
litre

**\_our**

rigour  
glamour  
splendour  
saviour  
decour  
troubadour  
labour

## SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in Bases. Often, the /er/ sound is spelled as “re” for suffixes.

Canadian and British English spell the /or/ sound as “or” at the beginning of syllables, but “our” at the end of many syllables.

## Spelling Patterns Test #8

---

y

1. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy



## Spelling Sort Answers #8

y

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy

### Hard y Sound Long e /ē/

yeast                      quantity  
youthful                matrimony  
yardstick                rosy  
yield                      rowdy

### \_ly

occasionally  
lastly  
partly  
tenderly

### Long i /ī/

rely  
trying  
plywood  
dying

### Silent y

delayed  
journeyed  
convey  
alley

### SPELLING TIPS

**a, e, i, o, and u and sometimes y. Why?**

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

# Spelling Patterns Lessons 1–8 Summative Assessment

## Preparation

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

## Administration

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

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

Number 1 is *fantastic fantastic*      The fantastic musical was very popular.      *fantastic*”

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 1–8 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	
2. medical	His medical condition worsened.	medical	
3. briskly	They walked briskly through the park.	briskly	
4. foggy	In foggy conditions, it is hard to drive.	foggy	
5. bumper	The car bumper had a large dent.	bumper	
6. thread	She found the needle and thread.	thread	<b>Short Vowels</b>
7. patriot	A patriot is one who supports his country.	patriot	
8. payment	I received his payment last July.	payment	
9. neighbour	My neighbour wakes up early each morning.	neighbour	
10. trained	She trained long and hard for the Olympics.	trained	<b>Long /a/</b>
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	<b>Long /e/</b>
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	
18. delight	The new neighbour is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	<b>Long /i/</b>
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The president vetoed the proposed law.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
24. musician	Our friend is an excellent musician.	musician	
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	<b>Long /u/</b>
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	<b>Consonant-</b>
32. attitude	The student had a wonderful attitude.	attitude	<b>Final e</b>
33. awful	The engine made an awful sound.	awful	
34. auditorium	The band played in the auditorium.	auditorium	
35. already	My teacher already knows the answer.	already	
36. falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
37. poodle	The black poodle loved to eat ice cream.	poodle	
38. duty	Do your duty to your country.	duty	
39. overdue	Your library book is overdue.	overdue	
40. flute	She played a silver flute.	flute	



## Spelling Patterns Lessons 1–8 Summative Assessment

41. brewing	The coffee is always brewing at her house.	brewing	Long /oo/
42. looked	He looked older than he really was.	looked	
43. butcher	The local butcher was very skilled.	butcher	short /oo/
44. poisoned	The chemical poisoned the water.	poisoned	
45. destroy	He had to destroy the work of art.	destroy	/oi/
46. crowded	This school is very crowded.	crowded	
47. counting	She began counting on her fingers.	counting	/o v/ (cow)
48. cartwheel	I could never do a proper cartwheel.	cartwheel	
49. hypothesis	The scientist's hypothesis was tested.	hypothesis	
50. graphics	The computer graphics were high quality.	graphics	
51. eyelashes	Her eyelashes were very long.	eyelashes	Consonant Digraphs
52. channel	One television channel had a poor signal.	channel	
53. alarm	A man set off the car alarm.	alarm	
54. centre	I took the bus to the city centre.	centre	
55. firmly	The student held the handle firmly.	firmly	
56. favour	They favour the chocolate chip cookies.	favour	
57. curling	She liked curling her hair with her fingers.	curling	r-controlled
58. yesterday	I think she called me yesterday.	yesterday	Hard y

## Spelling Patterns Test #9

---

### Consonant Doubling

1. dugout
2. permitted
3. extended
4. référence
5. clearly
6. jumping
7. enchanted
8. popover
9. orbited
10. jungle
11. drifted
12. piloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. préférence
18. overact
19. harness
20. fulfilled



# Spelling Sort Answers #9

## Consonant Doubling

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. dugout
2. permitted
3. extended
4. référence
5. clearly
6. jumping
7. enchanted
8. popover
9. orbited
10. jungle
11. drifted
12. piloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. préférence
18. overact
19. harness
20. fulfilled

### Double the Consonant

permitted  
preferred  
controlled  
fulfilled

### Suffix Begins with Consonant

clearly  
jungle  
thoughtful  
harness

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

référence  
orbited  
piloted  
préférence

### No Vowel-Consonant at End of Base

extended  
jumping  
enchanted  
drifted

### Compound Words

dugout  
popover  
breakup  
overact

### 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 #10

---

### Consonant-“le” and Unaccented Vowel-*l* Doubling

1. **tumble**
2. **équalling**
3. **unbuckled**
4. **paddle**
5. **dangle**
6. **lábelled**
7. **double**
8. **trickle**
9. **lévelled**
10. **cáncelled**
11. **handle**
12. **nibble**
13. **single**
14. **miracle**
15. **tóttalled**
16. **article**
17. **cable**
18. **uncle**
19. **jéweller**
20. **circle**



## Spelling Sort Answers #10

### Consonant-“le” and Unaccented Vowel-*l* Doubling

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

#### SPELLING WORDS

1. tumble
2. équalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

**\_ble**

cable

tumble

nibble

double

**\_cle**

circle

uncle

article

miracle

**\_ckle**

trickle

unbuckled

**\_dle**

handle

paddle

**\_gle**

single

dangle

**Unaccented  
Vowel-*l* Doubling**

cancelled

jeweller

labelled

equalling

totalled

levelled

#### SPELLING TIPS

##### Syllable Rule

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

# Spelling Patterns Test #11

---

/j/

1. language
2. adjective
3. **judge**
4. regiment
5. **gymnastics**
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. **gypsum**
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. **Germany**





# Spelling Patterns Test #11

/j/

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

## SPELLING WORDS

1. language
2. adjective
3. **judge**
4. regiment
5. **gymnastics**
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. gypsum
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. Germany

**\_dge**

judge

ledge

badge

ridge

**j**

adjective

journal

conjunction

**gi**

regiment

legion

magical

**\_ge**

language

charge

challenge

privilege

**ge**

gentle

gesture

Germany

**gy**

gymnastics

astrology

gypsum

## Spelling Sort Answers #12

---

### *i before e*

1. **conceive**
2. **freight**
3. **relief**
4. **neither**
5. **seize**
6. **conceited**
7. **reins**
8. **field**
9. **leisure**
10. **forfeit**
11. **receipts**
12. **feint**
13. **perceived**
14. **heighten**
15. **niece**
16. **weighty**
17. **frontier**
18. **theirs**
19. **receiving**
20. **achieve**



## Spelling Sort Answers #12

*i* before *e*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. conce**ive**
2. fr**ei**ght
3. r**el**ief
4. n**ei**ther
5. s**ei**ze
6. conce**ite**d
7. r**ei**ns
8. f**ie**ld
9. l**ei**sure
10. for**fe**it
11. r**eci**pts
12. f**ei**nt
13. p**er**ce**iv**ed
14. h**ei**ghten
15. n**ie**ce
16. w**ei**ghty
17. fr**on**t**ie**r
18. th**ei**rs
19. r**eci**ving
20. a**chie**ve

**ie**

relief

field

niece

frontier

achieve

**ei** sounding

like /ā/

freight

reins

feint

weighty

theirs

**cei**

conceive

conceited

receipts

perceived

receiving

**Exceptions**

neither

seize

leisure

forfeit

heighten

# Spelling Patterns Test #13

---

## Hard *c* and Soft *c* Sounds

1. **c**ourageous
2. **c**ustomize
3. **c**andle
4. **l**icense
5. **c**itizenship
6. **r**ecycle
7. **c**inema
8. **o**ccur
9. **c**apable
10. **e**mergency
11. **c**ereal
12. **c**ontend
13. **f**luency
14. **c**asting
15. **c**ustomer
16. **c**ontent
17. **c**ertainly
18. **c**abbage
19. **c**itation
20. **c**ostume



# Spelling Sort Answers #13

## Hard *c* and Soft *c* Sounds

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. **c**ourageous
2. **c**ustomize
3. **c**andle
4. **l**icense
5. **c**itizenship
6. **r**ecycle
7. **c**inema
8. **o**ccur
9. **c**apable
10. **e**mergency
11. **c**ereal
12. **c**ontend
13. **f**luency
14. **c**asting
15. **c**ustomer
16. **c**ontent
17. **c**ertainly
18. **c**abbage
19. **c**itation
20. **c**ostume

**ca**

**c**andle

**c**apable

**c**asting

**c**abbage

**cu**

**c**ustomize

**o**ccur

**c**ustomer

**ci**

**c**itizenship

**c**inema

**c**itation

**co**

**c**ourageous

**c**ontend

**c**ontent

**c**ostume

**ce**

**l**icense

**c**ereal

**c**ertainly

**cy**

**r**ecycle

**e**mergency

**f**luency

# Spelling Patterns Test #14

---

## Hard g and Soft g Sounds

1. legality
2. **g**ory
3. legend
4. **g**uarantee
5. **g**uppy
6. **g**overnment
7. organization
8. dog**g**y
9. **g**urgle
10. strategy
11. **g**obble
12. traged**y**
13. alligator
14. ecology
15. obligation
16. technolog**y**
17. ag**o**ny
18. **g**enerous
19. regulat**o**n
20. **g**emstone





# Spelling Sort Answers #14

## Hard g and Soft g Sounds

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. legality
2. **g**ory
3. **g**end
4. **g**uarantee
5. **g**uppy
6. **g**overnment
7. **g**organization
8. **g**oggy
9. **g**urgle
10. **g**strategy
11. **g**obble
12. **g**tragedy
13. **g**alligator
14. **g**ecology
15. **g**obligation
16. **g**technology
17. **g**agony
18. **g**enerous
19. **g**regulation
20. **g**emstone

**ga**

legality

organization

alligator

obligation

**gu**

guarantee

guppy

gurgle

regulation

**gy**

doggy

strategy

ecology

technology

**go**

gory

government

gobble

agony

**ge**

legend

tragedy

generous

gemstone

### SPELLING TIPS

What sound does “gi” make?

The “gi” can be a hard /g/ as in *girl* or a soft /g/ as in *gem*.

## Spelling Patterns Test #15

---

### Plurals Ending in “s” and “es”

1. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. superheroes
18. televisions
19. echoes
20. canoes



# Spelling Sort Answers #15

## Plurals Ending in “s” and “es”

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. lassoes
18. televisions
19. echoes
20. canoes

### Add an “s”

(Base Doesn't End in o or y)

- locomotives  
executives  
fugitives  
hotels  
televisions

### Base Ending in Vowel before y

- subways  
pulleys  
Saturdays  
weekdays  
wiseguys

### Base Ending in Vowel

before o

- rodeos  
ratios  
scenarios  
bios  
curios

### Base Ending in Consonant before

- tomatoes  
superheroes  
lassoes  
echoes  
canoes

## Spelling Patterns Test #16

---

### Plurals Ending in /x/ /ch/ /sh/ /f/ /s/ /z/

1. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mosses
20. lives

# Spelling Sort Answers #16

Plurals Ending in /x/ /ch/ /sh/ /f/ /s/ /z/

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

## SPELLING WORDS

1. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mosses
20. lives

Base Ending in /x/

- taxes
- affixes
- waxes
- axes

Base Ending in /sh/

- ashes
- wishes
- crashes
- marshes

Base Ending in /s/

- glasses
- mosses

Base Ending in /ch/

- touches
- couches
- riches
- beaches

Base Ending in /f/

- halves
- knives
- wives
- lives

Base Ending in /z/

- fizzes
- jazzes

## Spelling Patterns Lessons 9–16 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 #59 to continue where the Spelling Patterns Lessons 1–8 Summative Assessment ended. Teachers may choose to give both Spelling Patterns Lessons 1–8 and Lessons 9–16 Summative Assessments. Prepare your computer or smart phone to record your dictation of this test, so you won't have to repeat the test administration for test make-ups. Make sure to save the audio file.

### Administration

Introduce the Spelling Patterns Lessons 9–16 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 9–16. 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 59 is *committee*      *committee*      The committee finished its task.      *committee*”

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 9–16 Summative Assessment

59. committee	The committee finished its task.	committee	Consonant
60. cancelled	The network cancelled both shows.	cancelled	Doubling
61. badge	The sheriff wore his badge proudly.	badge	Consonant–“le”
62. sample	The saleswoman gave me a sample.	sample	Vowel–“ll”
63. travelling	I will be travelling to Europe this summer.	travelling	/j/
64. stage	She almost fell off the stage.	stage	
65. justify	How can you justify that expense?	justify	
66. briefly	I briefly talked it over with him.	briefly	
67. neighbour	My next door neighbour is very helpful.	neighbour	i before e
68. receiving	Have you been receiving your emails?	receiving	
69. capture	Did the officer capture the prisoner?	capture	
70. coffee	The smell of fresh coffee was everywhere.	coffee	
71. cucumber	He likes cucumber in his salad.	cucumber	
72. procedure	The guard followed the procedure.	procedure	
73. cider	The apple cider was delicious.	cider	
74. cyclone	A terrible cyclone destroyed the fence.	cyclone	
75. gasoline	Is there enough gasoline in the tank?	gasoline	
76. agony	His face showed the agony of his decision.	agony	
77. gutter	The water drained down into the gutter.	gutter	
78. practise	I practice my piano lesson daily.	practise	
79. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
80. apology	An apology would certainly be appropriate.	apology	c and g
81. Spell the plural of <i>radio</i>	<i>radio</i> <i>radio</i>		
82. Spell the plural of <i>monkey</i>	<i>monkey</i> <i>monkey</i>		
83. Spell the plural of <i>potato</i>	<i>potato</i> <i>potato</i>		
84. Spell the plural of <i>shoebox</i>	<i>shoebox</i> <i>shoebox</i>		
85. Spell the plural of <i>beach</i>	<i>beach</i> <i>beach</i>		
86. Spell the plural of <i>brush</i>	<i>brush</i> <i>brush</i>		
87. Spell the plural of <i>class</i>	<i>class</i> <i>class</i>		
88. Spell the plural of <i>fuzz</i>	<i>fuzz</i> <i>fuzz</i>		
89. Spell the plural of <i>wolf</i>	<i>wolf</i> <i>wolf</i>		Plurals

## Spelling Patterns Test #17

---

### Drop/Keep Final *e*

1. judgment
2. canoeing
3. **traceable**
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. **changeable**
17. likeness
18. **noticeable**
19. **chargeable**
20. purely

# Spelling Sort Answers #17

## Drop/Keep Final *e*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. judgment
2. canoeing
3. traceable
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. changeable
17. likeness
18. noticeable
19. chargeable
20. purely

Drop *e* When Suffix (other than *able* or *ous*) Begins with a Vowel

stolen  
pleasant  
continued  
motivation  
survival  
making

Keep *e* When Suffix Begins with Consonant

careful  
homeless  
movement  
likeness  
purely

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

traceable  
outrageous  
changeable  
noticeable  
chargeable

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

canoeing  
eyeing  
agreeing

Exceptions

judgment

## Spelling Patterns Test #18

---

/ch/

1. **lunch**
2. **coach**
3. **match**
4. **mutual**
5. **punch**
6. **residential**
7. **pitcher**
8. **spiritual**
9. **Chinese**
10. **bench**
11. **presidential**
12. **actual**
13. **peach**
14. **chime**
15. **essential**
16. **scratch**
17. **confidential**
18. **chest**
19. **teacher**
20. **virtuous**



# Spelling Sort Answers #18

/ch/

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

## SPELLING WORDS

1. lunch
2. coach
3. match
4. mutual
5. punch
6. residential
7. pitcher
8. spiritual
9. Chinese
10. bench
11. presidential
12. actual
13. peach
14. chime
15. essential
16. scratch
17. confidential
18. chest
19. teacher
20. virtuous

<b>ti_</b>	<b>tu_</b>
residential	mutual
presidential	spiritual
essential	actual
confidential	virtuous
<b>_nch</b>	<b>_tch</b>
lunch	match
punch	pitcher
bench	scratch
<b>ch_</b>	<b>_ch</b>
Chinese	coach
chime	peach
chest	scratch

## Spelling Patterns Test #19

---

### “ough” and “augh”

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught





# Spelling Sort Answers #19

“ough” and “augh”

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

## SPELLING WORDS

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught

**/ɔ̃/ ough**

bought

cough

ought

sought

thought

**/ō/ ough**

thorough

dough

though

although

thoroughfare

**Exceptions**

laugh

through

**/ɔ̃/ augh**

caught

daughters

naughty

slaughter

taught

**/ũ/ ough**

rough

tough

enough

## SPELLING TIPS

**Why are some letters silent?**

English uses many foreign language spellings and some are not pronounced.

## Spelling Patterns Test #20

---

### Starting/Ending /k/

1. **company**
2. **ketchup**
3. **kitten**
4. **career**
5. **kerosene**
6. **curves**
7. **síckening**
8. **kindle**
9. **calorie**
10. **quíckly**
11. **raquet**
12. **cheque**
13. **culture**
14. **counter**
15. **mosaic**
16. **custodian**
17. **kettle**
18. **kidney**
19. **basic**
20. **compact**

## Spelling Sort Answers #20

Starting/Ending /k/

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. company
2. ketchup
3. kitten
4. career
5. kerosene
6. curves
7. sickening
8. kindle
9. calorie
10. quickly
11. raquet
12. cheque
13. culture
14. counter
15. mosaic
16. custodian
17. kettle
18. kidney
19. basic
20. compact

**ki\_**

kitten

kindle

kidney

**co\_**

company

counter

compact

**ca\_**

career

calorie

**Unaccented \_c**

mosaic

basic

**ke\_**

ketchup

kerosene

kettle

**cu\_**

curves

culture

custodian

**Accented**

**\_ck**

sickening

quickly

raquet

cheque

## Spelling Patterns Test #21

---

### Change/Keep y

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying



# Spelling Sort Answers #21

## Change/Keep y

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying

**Change the Final y to i**  
**When the y Follows a Consonant**

scariest  
plentiful  
happiness  
berries  
fairies  
driest  
cherries

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

stayed  
enjoyment  
boyish  
saying  
playful  
journeyed  
keyless

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

carrying  
flying  
burying

**Exceptions**

shyly  
dryness  
slyly

## Spelling Patterns Test #22

---

### “al” and “ful”

1. corporal
2. **almost**
3. **fulfil**
4. **always**
5. unusual
6. helpful
7. bountiful
8. wilful
9. colorful
10. skilful
11. spoonful
12. **already**
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. healthful
20. merciful





## Spelling Sort Answers #22

“al” and “ful”

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. corporal
2. almost
3. fulfil
4. always
5. unusual
6. helpful
7. bountiful
8. wilful
9. colorful
10. skilful
11. spoonful
12. already
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. healthful
20. merciful

al

ful

corporal

fulfil

almost

helpful

always

bountiful

unusual

colorful

postal

spoonful

mental

careful

already

frightful

critical

peaceful

healthful

merciful

wilful

skilful

## Spelling Patterns Test #23

---

### Double *l-f-s-z*

1. **cufflinks**
2. evil
3. **bullish**
4. **hissing**
5. **buzzer**
6. grass
7. **rollback**
8. **Yellowstone**
9. quiz
10. **fizzing**
11. **tollbooth**
12. **buffalo**
13. whiz
14. **fuzz**
15. **cussing**
16. **jazz**
17. **bluff**
18. disappear
19. gloss
20. **fluffy**

## Spelling Sort Answers #23

### Double *l-f-s-z*

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

#### SPELLING WORDS

1. cufflinks
2. evil
3. bullish
4. hissing
5. buzzer
6. grass
7. rollback
8. Yellowstone
9. quiz
10. fizzing
11. tollbooth
12. buffalo
13. whiz
14. fuzz
15. cussing
16. jazz
17. bluff
18. disappear
19. gloss
20. fluffy

**\_ll**

bullish

rollback

Yellowstone

tollbooth

**\_ss**

hissing

grass

cussing

gloss

#### Exceptions

evil

quiz

whiz

disappear

**\_ff**

cufflinks

buffalo

bluff

fluffy

**\_zz**

buzzer

fizzing

fuzz

jazz

#### SPELLING TIPS

Are there any more exceptions?

*yes, plus, if, this, bus, gas, us to name a few...*

## Spelling Patterns Lessons 17–23 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 #88 to continue where the Spelling Patterns Lessons 1–8 and Lessons 9–16 Summative Assessments ended. Teachers may choose to give the Spelling Patterns Lessons 1–8, Lessons 9–16, and Lessons 17–23 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 17–23 Summative Assessment to students. Say—

“This is a test of the spelling patterns we have studied in Spelling Patterns Lessons 17–23. 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 90 is *pleasant*      *pleasant*      The weather was pleasant today.      *pleasant*”

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

### Correction

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

### Helpful Hints

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

## Spelling Patterns Lessons 17–23 Summative Assessment

90. pleasant	The weather was pleasant today.	pleasant	
91. hopeless	Her situation seemed hopeless.	hopeless	
92. noticeable	His purple hair was quite noticeable.	noticeable	
93. changeable	Their attitudes were changeable day to day.	changeable	
94. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
95. courageous	I think what she did was very courageous.	courageous	
96. agreeing	I find myself agreeing with all his points.	agreeing	
97. canoeing	They went canoeing down the river.	canoeing	<b>Drop/Keep</b>
98. eyeing	The child was eyeing the chocolate cookies.	eyeing	<b>Silent e</b>
99. essential	It is essential to pay attention in school.	essential	
100. actual	She prefers the actual painting.	actual	
101. lunchbox	The child had a colorful lunchbox.	lunchbox	
100. pitcher	The softball pitcher had great control.	pitcher	
101. chest	A pirate's treasure chest was found.	chest	
102. peach	That peach does not look ripe.	peach	<b>/ch/</b>
103. brought	He brought enough food for everyone.	brought	
104. caught	She was caught by surprise.	caught	
105. although	I went, although I did not want to go.	although	
106. toughen	Walking barefoot helped toughen his feet.	toughen	<b>ough/augh</b>
107. kitten	The kitten was very playful.	kitten	
108. kettle	The red kettle on the stove was pretty.	kettle	
109. company	I didn't know we were having company.	company	
110. culture	Studying one's culture is interesting.	culture	
111. career	She prepared for a rewarding career.	career	
112. quickly	He quickly left the game when it was over.	quickly	<b>Starting/</b>
113. basic	I like the basic ice cream flavors best.	basic	<b>Ending /k/</b>
114. cherries	The tree was loaded with cherries.	cherries	
115. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	
116. spying	My little sister was spying on my friends.	spying	<b>Change/</b>
117. already	I had already finished my homework.	already	<b>Keep y</b>
118. awful	The music was simply awful.	awful	<b>al/ful</b>
119. tollbooth	The pair two dollars at the tollbooth.	tollbooth	
120. buffalo	The buffalo snorted and stomped.	buffalo	
121. hissing	The snake made a hissing noise.	hissing	<b>Double</b>
122. buzzer	She pressed the buzzer to answer.	buzzer	<b>l-f-s-z</b>

# Spelling Patterns Test #24

---

## Irregular Plurals

**Directions:** Dictate the singular nouns. Direct students to print the plural forms.

### Singular

1. chief
2. metro
3. shrimp
4. son-in-law
5. bison
6. sheriff
7. passerby
8. antelope
9. father-in-law
10. playoff
11. elk
12. rhino
13. reindeer
14. bailiff
15. Filipino
16. ox
17. handkerchief
18. taco
19. mother-in-law
20. goose

### Plural

- chiefs
- metros
- shrimp
- sons-in-law
- bison
- sheriffs
- passersby
- antelope
- fathers-in-law
- playoffs
- elk
- rhinos
- reindeer
- bailiffs
- Filipinos
- oxen
- handkerchiefs
- tacos
- mothers-in-law
- geese



# Spelling Sort Answers #24

## Irregular Plurals

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

“\_fs,” Not “\_ves”

chiefs  
sheriffs  
playoffs  
bailiffs  
handkerchiefs

• Consonant before “os”

metros  
rhinos  
Filipinos  
tacos

s Not at End  
of Word

sons-in-law  
passersby  
fathers-in-law  
mothers-in-  
law

Same Singular and  
Plural Form

shrimp  
bison  
antelope  
elk  
reindeer

Vowel Changes from  
Singular to Plural

geese

“en” Ending

oxen

## Spelling Patterns Test #25

---

Contractions: had, is, will, us

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll



## Spelling Sort Answers #25

Contractions: had, is, will, us

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll

**had**

they'd

you'd

we'd

she'd

he'd

**will**

I'll

we'll

you'll

they'll

she'll

it'll

he'll

**us**

let's

**is**

she's

that's

where's

he's

there's

**Others**

'til

'twas

## Spelling Patterns Test #26

---

Silent Letters “w,” “gn,” “lm,” “h,” “gh,” “p,” “d,” “t,” “b”

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap



## Spelling Sort Answers #26

Silent Letters “w,” “gn,” “lm,” “h,” “gh,” “p,” “d,” “t,” “b”

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

**w**

wrong

wrist

swords

wrap

**lm**

calming

palms

**gh**

ghost

spaghetti

**d**

handkerchief

sandwiches

**b**

doubt

**gn**

designer

foreigner

gnome

gnat

**h**

hourly

honest

**p**

pneumonia

psychologist

**t**

depot

## Spelling Patterns Test #27

---

### Non-phonetic Words

1. toward
2. among
3. balloon
4. because
5. chocolate
6. rhyme
7. rhythm
8. separate
9. tomorrow
10. together
11. usually
12. course
13. brought
14. certain
15. English
16. no one
17. similar
18. notice
19. Wednesday
20. thorough





## Spelling Sort Answers #27

### Non-phonetic Words

Directions: Check the underlined non-phonetic spellings.

#### SPELLING WORDS

1. toward
2. among
3. balloon
4. because
5. chocolate
6. rhyme
7. rhythm
8. separate
9. tomorrow
10. together
11. usually
12. course
13. brought
14. certain
15. English
16. no one
17. similar
18. notice
19. Wednesday
20. thorough

<u>toward</u>	<u>usually</u>
among	<u>course</u>
<u>balloon</u>	<u>brought</u>
<u>because</u>	<u>certain</u>
<u>chocolate</u>	<u>English</u>
<u>rhyme</u>	no <u>one</u>
<u>rhythm</u>	<u>similar</u>
<u>separate</u>	<u>notice</u>
tom <u>orrow</u>	Wed <u>nesday</u>
<u>together</u>	<u>thorough</u>

## Spelling Patterns Test #28

---

### Homonyms

1. adapt/adopt
2. **allude/elude**
3. **illicit/elicit**
4. desert/dessert
5. **ally/alley**
6. altar/alter
7. **persecute/prosecute**
8. capital/capitol
9. **cession/session**
10. **course/coarse**
11. **assistance/assistants**
12. **further/farther**
13. **coral/choral**
14. **forth/fourth**
15. **interstate/intrastate**
16. **allusion/illusion**
17. **plum/plumb**
18. **proceeding/preceding**
19. **isle/aisle**
20. **lead/led**

# Spelling Sort Answers #28

## Homonyms

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

### SPELLING WORDS

1. adapt/adopt
2. **allude/elude**
3. **illicit/elicit**
4. desert/dessert
5. ally/alley
6. altar/alter
7. **persecute/**  
**prosecute**
8. capital/capitol
9. **cession/session**
10. **course/coarse**
11. assistance/  
assistants
12. further/farther
13. **coral/choral**
14. **forth/fourth**
15. **interstate/**  
**intrastate**
16. **allusion/illusion**
17. **plum/plumb**
18. **proceeding/**  
**preceding**
19. **isle/aisle**
20. **lead/led**

### Vowel

#### Difference

- adapt/adopt  
ally/alley  
altar/alter  
capital/capitol  
**course/coarse**  
further/farther  
forth/fourth  
isle/**aisle**  
lead/led

### Consonant

#### Difference

- desert/dessert  
cession/session  
assistance/  
assistants  
**coral/choral**  
**plum/plumb**

### Prefix

#### Difference

- allude/elude**  
**illicit/elicit**  
**persecute/**  
**prosecute**  
**interstate/**  
**intrastate**  
**allusion/illusion**  
**proceeding/**  
**preceding**

## Spelling Patterns Test #29

---

### Greek and Latin “i(n)” and “an” Prefixes

- |                          |     |
|--------------------------|-----|
| 1. <b>invalid</b>        | not |
| 2. <b>immature</b>       | not |
| 3. <b>impossible</b>     | not |
| 4. <b>atheist</b>        | not |
| 5. <b>illegal</b>        | not |
| 6. <b>improbable</b>     | not |
| 7. <b>anarchy</b>        | not |
| 8. <b>unnecessary</b>    | not |
| 9. <b>immortal</b>       | not |
| 10. <b>inoperable</b>    | not |
| 11. <b>imperfect</b>     | not |
| 12. <b>irregular</b>     | not |
| 13. <b>inaccurate</b>    | not |
| 14. <b>anemia</b>        | not |
| 15. <b>unable</b>        | not |
| 16. <b>illogical</b>     | not |
| 17. <b>irresponsible</b> | not |
| 18. <b>atrophy</b>       | not |
| 19. <b>immovable</b>     | not |
| 20. <b>unacceptable</b>  | not |



## Spelling Sort Answers #29

### Greek and Latin “i(n)” and “a(e)n” Prefixes

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

#### SPELLING WORDS

1. **invalid**
2. **immature**
3. **impossible**
4. **atheist**
5. **illegal**
6. **improbable**
7. **anarchy**
8. **unnecessary**
9. **immortal**
10. **inoperable**
11. **imperfect**
12. **irregular**
13. **inaccurate**
14. **anemia**
15. **unable**
16. **illogical**
17. **irresponsible**
18. **atrophy**
19. **immovable**
20. **unacceptable**

**in**

**invalid**

**inoperable**

**inaccurate**

**im(p)**

**impossible**

**improbable**

**imperfect**

**il(l)**

**illegal**

**illogical**

**a(e)n (before vowel)**

**anarchy**

**anaemia**

**im(m)**

**immature**

**immortal**

**immovable**

**un**

**unnecessary**

**unable**

**unacceptable**

**ir(r)**

**irregular**

**irresponsible**

**a (drops n before consonant)**

**atheist**

**atrophy**

# Spelling Patterns Test #30

---

## Common Greek and Latin Bases

- |                          |           |
|--------------------------|-----------|
| 1. <b>gratitude</b>      | to please |
| 2. <b>mortal</b>         | death     |
| 3. <b>visit</b>          | to see    |
| 4. <b>capital</b>        | head      |
| 5. <b>vagrant</b>        | to wander |
| 6. <b>vertical</b>       | to turn   |
| 7. <b>procedure</b>      | to go     |
| 8. <b>consist</b>        | to stand  |
| 9. <b>muted</b>          | to change |
| 10. <b>democrat</b>      | to rule   |
| 11. <b>monitor</b>       | to warn   |
| 12. <b>suburb</b>        | city      |
| 13. <b>adventure</b>     | to come   |
| 14. <b>consent</b>       | feeling   |
| 15. <b>animation</b>     | spirit    |
| 16. <b>chronological</b> | time      |
| 17. <b>synonym</b>       | name      |
| 18. <b>complicate</b>    | to bend   |
| 19. <b>civilization</b>  | city      |
| 20. <b>consonant</b>     | sound     |





# Spelling Sort Answers #30

## Common Greek and Latin Bases

Directions: Share your best words with the class.

### SPELLING WORDS

1. **gratitude**
2. **mortal**
3. **visit**
4. **capital**
5. **vagrant**
6. **vertical**
7. **procedure**
8. **consist**
9. **muted**
10. **democrat**
11. **monitor**
12. **suburb**
13. **adventure**
14. **consent**
15. **animation**
16. **chronological**
17. **synonym**
18. **complicate**
19. **civilization**
20. **consonant**

### 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 Lessons 1–30 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 1–30 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 *fantastic fantastic* The fantastic musical was very popular. *fantastic*”

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 “boff”—the student spelling of “boff” 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 1–30 Summative Assessment

1. fantastic	The fantastic musical was very popular.	fantastic	
2. medical	His medical condition worsened.	medical	
3. briskly	They walked briskly through the park.	briskly	
4. foggy	In foggy conditions, it is hard to drive.	foggy	
5. bumper	The car bumper had a large dent.	bumper	
6. thread	She found the needle and thread.	thread	<b>Short Vowels</b>
7. patriot	A patriot is one who supports his country.	patriot	
8. payment	I received his payment last July.	payment	
9. neighbour	My neighbour wakes up early each morning.	neighbour	
10. trained	She trained long and hard for the Olympics.	trained	<b>Long /a/</b>
11. before	Tell us before you have to go.	before	
12. seeking	The captain was seeking buried treasure.	seeking	
13. creature	The iguana is a strange-looking creature.	creature	
14. lobbying	Student Council is lobbying for a game day.	lobbying	
15. ceilings	The apartment had very high ceilings.	ceilings	<b>Long /e/</b>
16. bicycle	She got a bicycle for her birthday.	bicycle	
17. untie	It took me a long time to untie the knot.	untie	
18. delight	The new neighbour is such a delight.	delight	
19. supply	A huge supply came in yesterday.	supply	<b>Long /i/</b>
20. introduce	I would like to introduce my friend.	introduce	
21. fellowship	The hobbit joined the secret fellowship.	fellowship	
22. vetoed	The president vetoed the proposed law.	vetoed	
23. soaking	When you are soaking in a tub, life is fine.	soaking	<b>Long /o/</b>
24. musician	Our friend is an excellent musician.	musician	
25. rescued	The dog rescued the child from the river.	rescued	
26. fewer	There are fewer choices than I had thought.	fewer	<b>Long /u/</b>
27. lately	That happens a lot lately.	lately	
28. delete	I had to delete the file.	delete	
29. provide	She can provide all of the details.	provide	
30. hopeful	I am hopeful that she will visit soon.	hopeful	
31. compute	To compute numbers he used a calculator.	compute	
32. attitude	The student had a wonderful attitude.	attitude	<b>Silent Final e</b>
33. awful	The engine made an awful sound.	awful	
34. auditorium	The band played in the auditorium.	auditorium	
35. already	My teacher already knows the answer.	already	
36. falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
37. poodle	The black poodle loved to eat ice cream.	poodle	
38. duty	Do your duty to your country.	duty	
39. overdue	Your library book is overdue.	overdue	
40. flute	She played a silver flute.	flute	
41. brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>

## Spelling Patterns Lessons 1–30 Summative Assessment

42. looked	He looked older than he really was.	looked	
43. butcher	The local butcher was very skilled.	butcher	Short /oʊ/
44. poisoned	The chemical poisoned the water.	poisoned	
45. destroy	He had to destroy the work of art.	destroy	/dɪ/
46. crowded	This school is very crowded.	crowded	
47. counting	She began counting on her fingers.	counting	/aʊ/ (cow)
48. cartwheel	I could never do a proper cartwheel.	cartwheel	
49. hypothesis	The scientist's hypothesis was tested.	hypothesis	
50. graphics	The computer graphics were high quality.	graphics	
51. eyelashes	Her eyelashes were very long.	eyelashes	Consonant Digraphs
52. channel	One television channel had a poor signal.	channel	
53. alarm	A man set off the car alarm.	alarm	
54. theatre	We went to the theatre to see the play.	theatre	
55. firmly	The student held the handle firmly.	firmly	
56. honour	She earned Canada's highest honour.	honour	
57. curling	She liked curling her hair with her fingers.	curling	r-controlled
58. yesterday	I think she called me yesterday.	yesterday	Hard y
59. committee	The committee finished its task.	committee	Consonant Doubling
60. cancelled	The network cancelled both shows.	cancelled	
61. tunnelling	Children were tunnelling under the snow.	tunnelling	
62. badge	The sheriff wore his badge proudly.	badge	
63. stage	She almost fell off the stage.	stage	
64. justify	How can you justify that expense?	justify	/j/
65. briefly	I briefly talked it over with him.	briefly	
66. neighbour	My next door neighbour is very helpful.	neighbour	
67. receiving	Have you been receiving your emails?	receiving	i before e
68. capture	Did the officer capture the prisoner?	capture	
69. coffee	The smell of fresh coffee was everywhere.	coffee	
70. cucumber	He likes cucumber in his salad.	cucumber	
71. procedure	The guard followed the procedure.	procedure	
72. cider	The apple cider was delicious.	cider	
73. cyclone	A terrible cyclone destroyed the fence.	cyclone	
74. gasoline	Is there enough gasoline in the tank?	gasoline	
75. agony	His face showed the agony of his decision.	agony	
76. gutter	The water drained down into the gutter.	gutter	
77. practise	I practise my piano lesson daily.	practise	
78. ginger	My favorite cookies are ginger snaps.	ginger	Hard/Soft
79. apology	An apology would certainly be appropriate.	apology	c and g

## Spelling Patterns Lessons 1–30 Summative Assessment

80. Spell the plural of <i>radio</i>	<i>radio</i>	<i>radio</i>	
81. Spell the plural of <i>monkey</i>	<i>monkey</i>	<i>monkey</i>	
82. Spell the plural of <i>potato</i>	<i>potato</i>	<i>potato</i>	
83. Spell the plural of <i>shoebox</i>	<i>shoebox</i>	<i>shoebox</i>	
84. Spell the plural of <i>beach</i>	<i>beach</i>	<i>beach</i>	
85. Spell the plural of <i>brush</i>	<i>brush</i>	<i>brush</i>	
86. Spell the plural of <i>class</i>	<i>class</i>	<i>class</i>	
87. Spell the plural of <i>fuzz</i>	<i>fuzz</i>	<i>fuzz</i>	
88. Spell the plural of <i>wolf</i>	<i>wolf</i>	<i>wolves</i>	<b>Plurals</b>
89. pleasant	The weather was pleasant today.	pleasant	
90. hopeless	Her situation seemed hopeless.	hopeless	
91. noticeable	His purple hair was quite noticeable.	noticeable	
92. changeable	Their attitudes were changeable day to day.	changeable	
93. Cretaceous	The Cretaceous Period had many dinosaurs.	Cretaceous	
94. courageous	I think what she did was very courageous.	courageous	
95. agreeing	I find myself agreeing with all his points.	agreeing	
96. canoeing	They went canoeing down the river.	canoeing	<b>Drop/Keep Silent e</b>
97. eyeing	The child was eyeing the chocolate cookies.	eyeing	
98. essential	It is essential to pay attention in school.	essential	
99. actual	She prefers the actual painting.	actual	
100. lunchbox	The child had a colorful lunchbox.	lunchbox	
101. pitcher	The softball pitcher had great control.	pitcher	
102. chest	A pirate's treasure chest was found.	chest	
103. peach	That peach does not look ripe.	peach	<b>/ch/</b>
104. brought	He brought enough food for everyone.	brought	
105. caught	She was caught by surprise.	caught	
106. although	I went, although I did not want to go.	although	
107. toughen	Walking barefoot helped toughen his feet.	toughen	<b>ough/augh</b>
108. kitten	The kitten was very playful.	kitten	
109. kettle	The red kettle on the stove was pretty.	kettle	
110. company	I didn't know we were having company.	company	
111. culture	Studying one's culture is interesting.	culture	
112. career	She prepared for a rewarding career.	career	
113. quickly	He quickly left the game when it was over.	quickly	<b>Starting/ Ending /k/</b>
114. basic	I like the basic ice cream flavors best.	basic	
115. cherries	The tree was loaded with cherries.	cherries	
116. enjoyment	I get a lot of enjoyment out of my hobbies.	enjoyment	
117. spying	My little sister was spying on my friends.	spying	<b>Change/ Keep y</b>
118. already	I had already finished my homework.	already	
119. awful	The music was simply awful.	awful	<b>al/ful</b>



## Spelling Patterns Lessons 1–30 Summative Assessment

120. tollbooth	The paid two dollars at the tollbooth.	tollbooth	
121. buffalo	The buffalo snorted and stomped.	buffalo	
122. hissing	The snake made a hissing noise.	hissing	<b>Double</b>
123. buzzer	She pressed the buzzer to answer.	buzzer	<b>l-f s.</b>
124. Spell the plural of <i>belief</i>	<i>belief</i>	<i>belief</i>	
125. Spell the plural of <i>tornados</i>	<i>tornados</i>	<i>tornados</i>	
126. Spell the plural of <i>woman</i>	<i>woman</i>	<i>woman</i>	<b>Irregular</b>
127. Spell the plural of <i>sheep</i>	<i>sheep</i>	<i>sheep</i>	<b>Plurals</b>

Now 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.

Number 128 is *they'd* *they'd* I think they'd already known about this. *they'd*

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

128. they'd	I think they'd already known about this.	they'd	
129. where's	I hope they can tell where's the problem.	where's	
130. she'll	He said she'll call him right away.	she'll	
131. let's	Now let's relax awhile.	let's	
132. 'til	Do not open the gift 'til your birthday.	'til	<b>Contractions</b>
133. sword	The knight drew his sword.	sword	
134. sign	He forgot to stop at the stop sign.	sign	
135. calming	She had a very calming voice.	calming	
136. hour	The midnight hour soon approaches.	hour	
137. ghost	Some people say they've seen a ghost.	ghost	
138. psychic	She thinks she has psychic powers.	psychic	
139. sandwich	A sandwich makes a nutritious lunch.	sandwich	
140. depot	The train depot was at the edge of town.	depot	
141. doubted	He doubted that she was listening.	doubted	<b>Silent Letters</b>



# Spelling Worksheet #1 Short Vowels

## Spelling Rule

The short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. Short vowel sounds are found at the beginning or middle of syllables. For example, short vowels are found at the beginning of both syllables in *exact* (ĕx/ăct). Short vowels are in the middle of both syllables in *backpack* (băck/păck). Short vowels rarely end syllables.

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

### SPELLING WORDS

1. medic
2. little
3. detract
4. stocking
5. crust
6. breath
7. missile
8. brand
9. roughly
10. bridge
11. sought
12. task
13. wrongly
14. hutch
15. pleasure
16. Dutch
17. locker
18. shred
19. brass
20. strict

/ă/

/ĕ/

/ĭ/

/ŏ/

/ŭ/

### SPELLING TIPS

#### Syllable Rules

Every syllable has a vowel. If a vowel is *not* at the end of a syllable, it usually has a short vowel sound.

## Spelling Worksheet #2 Long Vowels

### Spelling Rule

The long vowels are /ā/, /ē/, /ī/, /ō/, and /ū/. Long vowel sounds are found anywhere within a syllable. If the vowel is at the end of a syllable, it is usually a long vowel sound. Long vowels each have more than one spelling.

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

### SPELLING WORDS

1. betray
2. slightly
3. indeed
4. ownership
5. cubicle
6. aching
7. increase
8. surprise
9. loaves
10. venue
11. knives
12. curfew
13. clothed
14. reign
15. helium
16. centipede
17. sewing
18. feud
19. prayer
20. dignify

/ā/

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/ē/

/ī/

/ō/

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/ū/

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### SPELLING TIPS

#### Syllable Rule

If the vowel is at the end of the syllable, it is usually a long vowel sound.

## Spelling Worksheet #3 Consonant-Final e

### Spelling Rule

The final “e” (e) following a consonant (C)–long vowel (V)–consonant (C) pattern is not pronounced. This is called the CVCe pattern. For example, in *plate* the final “e” is silent. The silent final *e* spellings include “a\_e,” “e\_e,” “i\_e,” “o\_e,” long vowel *u* “u\_e” and long /oo/ as in *rooster*.

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

#### SPELLING WORDS

1. tribute
2. stolen
3. brute
4. meanwhile
5. muted
6. graceful
7. revere
8. kite
9. rarely
10. probe
11. convene
12. whine
13. altitude
14. careful
15. merely
16. useful
17. scenery
18. alone
19. safety
20. rudely

a\_e

e\_e

i\_e

o\_e

Long Vowel *u* (/ū/)

u\_e

Long /oo/ as in *rooster*

u\_e

# Spelling Worksheet #4 Vowel Diphthongs

## Spelling Rule

Vowel diphthongs make two sounds for the vowel combination. The common /aw/ vowel diphthongs are “aw,” “au,” “al,” and “all.” The /oo/ as in *rooster* vowel diphthongs are “oo,” “u,” (two sounds within the one letter) “\_ue,” “u\_e,” and “\_ew.” The /oo/ as in *woodpecker* vowel diphthongs are “oo” and “\_u\_.” The /oi/ as in *oil* vowel diphthongs are “oi” and “\_o\_.” The /ow/ as in *cow* vowel diphthongs are “\_ow” and “ou\_.”

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

### SPELLING WORDS

1. toothache
2. woods
3. haunted
4. doubtless
5. rejoice
6. awfully
7. pudding
8. hula
9. anoint
10. trout
11. should
12. withstood
13. oyster
14. crowded
15. audition
16. loudly
17. boycott
18. cruelty
19. fawn
20. cruise

/aw/

Long /oo/ as in *rooster*

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Short /oo/  
as in *woodpecker*

/oi/

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/ow/

### SPELLING TIPS

**What are the blanks in the spellings?**

**The blanks show where there are consonant sounds.**

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## Spelling Worksheet #5 Consonant Digraphs

### Spelling Rule

Consonant digraphs are two consonants that make only one sound. The common consonant digraphs are “wh,” “th,” “ph,” “sh,” and “ch.”

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

#### SPELLING WORDS

1. tenth
2. whale
3. crush
4. bench
5. telegraph
6. munch
7. whisper
8. shift
9. phrase
10. booth
11. wherever
12. chance
13. fishing
14. throat
15. trophy
16. shack
17. whip
18. phantom
19. thinking
20. churn

**wh**

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**th**

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**ph**

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**sh**

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**ch**

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#### SPELLING TIPS

**What is a consonant blend?**

**A consonant blend is a team of two or three consonants, each with a different sound.**

## Spelling Worksheet #6 *r*-controlled Vowels: *ar*, *ir*, *ur*

### Spelling Rule

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

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

### SPELLING WORDS

1. encircled
2. firmness
3. angular
4. uranium
5. blurted
6. charcoal
7. cigar
8. urgently
9. absurd
10. irritate
11. aspirin
12. adventurous
13. affirmed
14. sulfur
15. alarming
16. altar
17. murmur
18. necessary
19. library
20. directly

**ar**

**ur**

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

**ir**

### SPELLING TIPS

**Why are these called “*r*-controlled vowels”?**

**The *r* controls the preceding vowel sound and makes the vowel sound different than the short or long /a/, /i/, or /u/ sounds.**



## Spelling Worksheet #7 *r*-controlled Vowels: *re* and *our*

### Spelling Rule

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

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

#### SPELLING WORDS

1. metre
2. eagre
3. glamour
4. theatre
5. saviour
6. centre
7. rigour
8. splendour
9. centimetre
10. litre
11. decour
12. calibre
13. fibre
14. lustre
15. troubadour
16. labour
17. millimetre
18. mediocre
19. meagre
20. spectre

**\_re**

**\_our**

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

#### SPELLING TIPS

Canadian and British English spell the /er/ sound as “ir” and “ur” in Bases. Often, the /er/ sound is spelled as “re” for suffixes.

Canadian and British English spell the /or/ sound as “or” at the beginning of syllables, but “our” at the end of many syllables.

## Spelling Worksheet #8 y

### Spelling Focus

At the beginning of a syllable, the “y” has a hard /y/ sound as in *yak*. At the end of an unaccented syllable, the “y” has the /ē/ sound as in *baby* and *slowly*. At the end of an accented syllable, the “y” has the /ī/ sound as in *flying*. When following an /ā/ or an /ē/, the “y” is silent.

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

#### SPELLING WORDS

1. rely
2. quantity
3. yeast
4. delayed
5. occasionally
6. matrimony
7. rosy
8. journeyed
9. lastly
10. youthful
11. partly
12. trying
13. yardstick
14. convey
15. plywood
16. yield
17. alley
18. tenderly
19. dying
20. rowdy

#### Hard y Sound Long e /ē/

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#### \_ly

#### Long i /ī/

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#### Silent y

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#### SPELLING TIPS

**a, e, i, o, and u and sometimes y. Why?**

A y can serve as a vowel when it makes the long e /ē/ or the long i /ī/ sound.

## Spelling Worksheet #9 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 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.

#### SPELLING WORDS

1. dugout
2. permitted
3. extended
4. reference
5. clearly
6. jumping
7. enchanted
8. popover
9. orbited
10. jungle
11. drifted
12. piloted
13. preferred
14. breakup
15. thoughtful
16. controlled
17. preference
18. overact
19. harness
20. fulfilled

#### Double the Consonant

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

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#### Suffix Begins with Consonant

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#### Compound Words

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

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#### 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 Worksheet #10

## Consonant-"le" and Unaccented Vowel-/ Doubling

### Spelling Rule

The consonant-le syllable always follows a Base. The final *e* is always silent, and the schwa /uh/ sound comes before the *l*. Double the final *l* when a word has more than one syllable and follows with a vowel suffix *\_ing*, *\_ation*, *\_ed*, *\_ous*, or *\_er*.

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

### SPELLING WORDS

1. tumble
2. equalling
3. unbuckled
4. paddle
5. dangle
6. labelled
7. double
8. trickle
9. levelled
10. cancelled
11. handle
12. nibble
13. single
14. miracle
15. totalled
16. article
17. cable
18. uncle
19. jeweller
20. circle

**\_ble**

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**\_gle**

**Unaccented  
Vowel-*l* Doubling**

**\_cle**

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**\_ckle**

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**\_dle**

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### SPELLING TIPS

#### Syllable Rule

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

## Spelling Worksheet #11 /j/

### Spelling Rule

The beginning /j/ is spelled in three ways: “j,” “ge,” and “gi.” If a /j/ ends a syllable it is spelled in two ways: “\_dge” following a short vowel sound and “\_ge” following any other vowel sounds. The “gy” syllable is pronounced as /jē/.

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

#### SPELLING WORDS

1. language
2. adjective
3. judge
4. regiment
5. gymnastics
6. legion
7. astrology
8. ledge
9. badge
10. gentle
11. gypsum
12. journal
13. ridge
14. charge
15. gesture
16. magical
17. conjunction
18. challenge
19. privilege
20. Germany

**\_dge**

**ge**

**j**

**ge**

**gi**

**gy**

## Spelling Worksheet #12 *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. conceive
2. freight
3. relief
4. neither
5. seize
6. conceited
7. reins
8. field
9. leisure
10. forfeit
11. receipts
12. feint
13. perceived
14. heighten
15. niece
16. weighty
17. frontier
18. theirs
19. receiving
20. achieve

**ie**

**cei**

**ei sounding  
like /ā/**

**Exceptions**



## Spelling Worksheet #13 Hard c and Soft c Sounds

### Spelling Rule

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

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

#### SPELLING WORDS

1. courageous
2. customize
3. candle
4. license
5. citizenship
6. recycle
7. cinema
8. occur
9. capable
10. emergency
11. cereal
12. contend
13. fluency
14. casting
15. customer
16. content
17. certainly
18. cabbage
19. citation
20. costume

**ca**

**co**

**cu**

**ce**

**ci**

**cy**

## Spelling Worksheet #14 Hard *g* and Soft *g* Sounds

### Spelling Rule

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

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

#### SPELLING WORDS

1. legality
2. gory
3. legend
4. guarantee
5. guppy
6. government
7. organization
8. doggy
9. gurgle
10. strategy
11. gobble
12. tragedy
13. alligator
14. ecology
15. obligation
16. technology
17. agony
18. generous
19. regulation
20. gemstone

**ga**

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**go**

**gu**

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**ge**

**gy**

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#### SPELLING TIPS

**What sound does “gi” make?**

The “gi” can be a hard /g/ as in *girl* or a soft /g/ as in *gem*.

# Spelling Worksheet #15

## Plurals Ending in “s” and “es”

### Spelling Rule

Most nouns form plurals by adding an “s” to the end of the word. If there is a noun with a consonant then an ending “o” or “y,” add “es” onto the end to form the plural.

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

### SPELLING WORDS

1. locomotives
2. subways
3. pulleys
4. executives
5. rodeos
6. Saturdays
7. fugitives
8. ratios
9. scenarios
10. tomatoes
11. bios
12. curios
13. weekdays
14. wiseguys
15. superheroes
16. hotels
17. superheroes
18. televisions
19. echoes
20. canoes

**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**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Spelling Worksheet #16

## Plurals Ending in /x/ /ch/ /sh/ /f/ /s/ /z/

### Spelling Focus

To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add “es” to the end of the noun. To form a plural after a noun ending in /f/, change the “f” to “v” and add “es.”

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

#### SPELLING WORDS

1. halves
2. taxes
3. touches
4. ashes
5. knives
6. couches
7. fizzes
8. affixes
9. wishes
10. jazzes
11. wives
12. waxes
13. crashes
14. riches
15. marshes
16. axes
17. glasses
18. beaches
19. mosses
20. lives

#### Base Ending in /x/

---

---

---

---

#### Base Ending in /ch/

---

---

---

---

#### Base Ending in /sh/

---

---

---

---

#### Base Ending in /f/

---

---

---

---

#### Base Ending in /s/

---

---

#### Base Ending in /z/

---

---

# Spelling Worksheet #17 Drop/Keep Final e

## Spelling Rule

When adding on a suffix to a Base that ends in silent final *e*, drop the “e” if the suffix begins with a vowel. For example, *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,” for example *seeing* 5. The Base ends in “oe,” for example *canoeing* 6. The Base ends in “ye,” for example *eyeing*.

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

### SPELLING WORDS

1. judgment
2. canoeing
3. traceable
4. careful
5. stolen
6. eyeing
7. pleasant
8. outrageous
9. homeless
10. motivation
11. continued
12. agreeing
13. survival
14. making
15. movement
16. changeable
17. likeness
18. noticeable
19. chargeable
20. purely

Drop *e* When Suffix (other than able or ous) Begins with a Vowel

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

_____	_____
_____	_____
_____	_____
_____	_____

Exceptions

\_\_\_\_\_

## Spelling Worksheet #18 /ch/

### Spelling Rule

The /ch/ can be spelled as “ti\_” as in *partial*, “tu\_” as in *actual*, “\_nch” as in *lunch*, “\_tch” as in *catch*, “ch\_” as in *church*, and “\_ch” as in *much*.

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

#### SPELLING WORDS

1. lunch
2. coach
3. match
4. mutual
5. punch
6. residential
7. pitcher
8. spiritual
9. Chinese
10. bench
11. presidential
12. actual
13. peach
14. chime
15. essential
16. scratch
17. confidential
18. chest
19. teacher
20. virtuous

ti\_

tu\_

\_nch

\_tch

ch\_

\_ch



# Spelling Worksheet #19 "ough" and "augh"

## Spelling Focus

The short vowel *o* (/ɔ/) can be spelled as "augh" and "ough." The long vowel *o* (/ō/) can also be spelled as "augh," and "ough." The short vowel *u* (/ʊ/) can be spelled as "ough."

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

### SPELLING WORDS

1. bought
2. caught
3. cough
4. rough
5. daughters
6. thorough
7. ought
8. dough
9. sought
10. laugh
11. though
12. tough
13. naughty
14. although
15. enough
16. slaughter
17. through
18. thoroughfare
19. thought
20. taught

/ɔ/ ough

/ō/ augh

---

---

---

---

---

---

/ō/ ough

/ʊ/ ough

---

---

---

---

---

---

**Exceptions**

### SPELLING TIPS

**Why are some letters silent?**

English uses many foreign language spellings and some are not pronounced.

## Spelling Worksheet #20 Starting/Ending /k/

### Spelling Rule

When beginning a syllable, the /c/ can be spelled as a “ki\_” as in *kids*, “ke\_” as in *key*, “co\_” as in *cop*, “cu\_” as in *cut*, and “ca\_” as in *call*. When ending an accented syllable, the /c/ is spelled as “\_ck” as in *checking*. When ending an unaccented syllable, the /c/ is spelled as “\_c” as in *basic*.

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

### SPELLING WORDS

1. company
2. ketchup
3. kitten
4. career
5. kerosene
6. curves
7. sickening
8. kindle
9. calorie
10. quickly
11. raquet
12. cheque
13. culture
14. counter
15. mosaic
16. custodian
17. kettle
18. kidney
19. basic
20. compact

ki\_

ke\_

co\_

cu\_

ca\_

Accented  
\_ck

Unaccented  
\_c

qu\_

# Spelling Worksheet #21 Change/Keep y

## Spelling Focus

When adding on a suffix to a Base that ends in a y, keep the “y” if there is a vowel before that “y” as in *stayed*. Also keep the “y” if there is a consonant before the “y” with a suffix beginning with “i” as in *babyish*. Change the “y” to “i” if there is a consonant before the “y” with a suffix beginning with any letter other than “i” as in *prettiest*.

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

### SPELLING WORDS

1. stayed
2. scariest
3. shyly
4. carrying
5. enjoyment
6. boyish
7. saying
8. plentiful
9. happiness
10. playful
11. berries
12. dryness
13. flying
14. fairies
15. journeyed
16. driest
17. slyly
18. keyless
19. cherries
20. burying

<b>Change the Final y to i</b> <b>When the y Follows a</b> <b>Consonant</b>	<b>Keep the Final y</b> <b>When the y Follows a</b> <b>Vowel</b>
---	--

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

<b>Keep the Final y</b> <b>After a Consonant</b> <b>When the Suffix</b> <b>Begins with i</b>	<b>Exceptions</b>
---	-------------------

_____	_____
_____	_____
_____	_____

## Spelling Worksheet #22 “al” and “ful”

### Spelling Focus

When added to another syllable, *al* drops the final *l* and is spelled “al” as in *almost* or “\_al” serves as a suffix meaning “related to.” When added to another syllable, *ful* also drops the final *l* and is spelled “ful” as in *helpful*.

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

#### SPELLING WORDS

1. corporal
2. almost
3. fulfil
4. always
5. unusual
6. helpful
7. bountiful
8. wilful
9. colorful
10. skilful
11. spoonful
12. already
13. critical
14. careful
15. frightful
16. mental
17. peaceful
18. postal
19. healthful
20. merciful

al

ful

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

## Spelling Worksheet #23 Double *l-f-s-z*

### Spelling 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*.

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

#### SPELLING WORDS

1. cufflinks
2. evil
3. bullish
4. hissing
5. buzzer
6. grass
7. rollback
8. Yellowstone
9. quiz
10. fizzing
11. tollbooth
12. buffalo
13. whiz
14. fuzz
15. cussing
16. jazz
17. bluff
18. disappear
19. gloss
20. fluffy

**\_ll**

**\_ff**

**\_ss**

**\_zz**

**Exceptions**

**SPELLING TIPS**

**Are there any exceptions?**

*yes, plus, if, this, bus, gas, us to name a few...*

## Spelling Worksheet #24 Irregular Plurals

### Spelling Rule

Some plurals do not follow the plural rules. Irregular plurals mostly include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

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

#### SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacs
19. mothers-in-law
20. geese

"\_fs," Not "\_ves"

Consonant before "os"

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

s Not at End  
of Word

Same Singular and  
Plural Form

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Vowel Changes from  
Singular to Plural

"en" Ending

_____	_____
-------	-------



# Spelling Worksheet #25 Contractions: had, is, will, us

## Spelling Rule

Contractions are shortened forms of a word or words in which a letter or letters is replaced with an apostrophe. Common words that form contractions are *had, is, will, and us.*

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

### SPELLING WORDS

1. I'll
2. they'd
3. let's
4. we'll
5. she's
6. 'til
7. that's
8. you'd
9. where's
10. he's
11. we'd
12. you'll
13. she'd
14. they'll
15. there's
16. he'd
17. she'll
18. 'twas
19. it'll
20. he'll

**had**

**is**

**will**

**Others**

**us**

## Spelling Worksheet #26

### Silent Letters “w,” “gn,” “lm,” “h,” “gh,” “p,” “d,” “t,” “b”

#### Spelling Focus

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

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

#### SPELLING WORDS

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

w

gn

lm

h

gh

p

d

t

b

## Spelling Worksheet #27 Non-phonetic Words

### Spelling Focus

Non-phonetic words are words that do not follow the common sound-spelling rules. These words must be memorized.

**Directions:** Underline the non-phonetic spellings found in each of these heart words.

#### SPELLING WORDS

1. toward
2. among
3. balloon
4. because
5. chocolate
6. rhyme
7. rhythm
8. separate
9. tomorrow
10. together
11. usually
12. course
13. brought
14. certain
15. English
16. no one
17. similar
18. notice
19. Wednesday
20. thorough

toward	usually
among	course
balloon	brought
because	certain
chocolate	English
rhyme	no one
rhythm	similar
separate	notice
tomorrow	Wednesday
together	thorough

# Spelling Worksheet #28 Homonyms

## Spelling Focus

Homonyms are words that sound the same (known as *homophones*) or are spelled the same (known as *homographs*).

**Directions:** Sort each of the homonyms into the group that best matches how the two words are spelled differently.

### SPELLING WORDS

1. adapt/adopt
2. allude/elude
3. illicit/elicit
4. desert/dessert
5. ally/alley
6. altar/alter
7. persecute/  
prosecute
8. capital/capitol
9. cession/session
10. course/coarse
11. assistance/  
assistants
12. further/farther
13. coral/choral
14. forth/fourth
15. interstate/  
intrastate
16. allusion/illusion
17. plum/plumb
18. proceeding/  
preceding
19. file/aisle
20. lead/led

### Vowel Difference

### Prefix Difference

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

### Consonant Difference

_____
_____
_____
_____
_____

## Spelling Worksheet #29

### Greek and Latin “i(n)” and “a(e)n” Prefixes

#### Spelling Focus

The “i(n)” and “an” prefixes mean *not*. The “i(n)” prefix changes the “n” to “m,” “l,” and “r” to fit with the following Base and make the word easier to pronounce. The “i(n)” can also change to an “un.” The “an” prefix also means *not* and can also be spelled as “a.”

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

#### SPELLING WORDS

1. invalid
2. immature
3. impossible
4. atheist
5. illegal
6. improbable
7. anarchy
8. unnecessary
9. immortal
10. inoperable
11. imperfect
12. irregular
13. inaccurate
14. anemia
15. unable
16. illogical
17. irresponsible
18. atrophy
19. immovable
20. unacceptable

**in**

**im(m)**

**im(p)**

**un**

**il(l)**

**ir(r)**

**a(e)n (before vowel)**

**a (drops *n* before  
consonant)**

# Spelling Worksheet #30

## 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. **gratitude**
2. **mortal**
3. **visit**
4. **capital**
5. **vagrant**
6. **vertical**
7. **procedure**
8. **consist**
9. **muted**
10. **democrat**
11. **monitor**
12. **suburb**
13. **adventure**
14. **consent**
15. **animation**
16. **chronological**
17. **synonym**
18. **complicate**
19. **civilization**
20. **consonant**

#### 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. _____ |



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

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

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

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

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

## Assessment Formats

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

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

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

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

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

**FRONT SIDE**

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

**BACK SIDE**

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

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

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

## **Administration**

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

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

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

## **Correction**

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

## **Recording the Data**

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

## Diagnostic Spelling Assessment (Canadian English Version)

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

End of Grade 2 Test Items

## Diagnostic Spelling Assessment (Canadian English Version)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>

### End of Grade 3 Test Items

56.	curling	She liked curling her hair with her fingers.	curling	
57.	theatre	They went to the theatre to see the play.	theatre	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	colour	He can name each colour in the rainbow.	colour	<b>r-controlled</b>
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>

### End of Grade 4 Test Items

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



## Diagnostic Spelling Assessment (Canadian English Version)

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

### End of Grade 5 Test Items

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

### End of Grade 6 Test Items

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

### End of Grade 7 Test Items

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

### End of Grade 8 Test Items



# 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
<b>Totals</b>																				

# Diagnostic Spelling Assessment Mastery Matrix

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

# Diagnostic Spelling Assessment Mastery Matrix

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

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Soft y		C. Doubling			/j/		"ie" "ei"		Plurals			Silent Letters Final e				/ch/	/k/				
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
Teacher																						
Class																						
Student Names																						
<b>Totals</b>																						

# Diagnostic Spelling Assessment Mastery Matrix

Sound-Spellings:	Final y		l, f, s, z “rh” “ch” “ogue” “ae” “oe”				/ion/			C.-le		Schwa “able” “ible” “ance” “ence”								
Worksheet #s	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
Teacher																				
Class	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”	Greek “ogue”	Latin “ae”	Latin “oe”	/ion/ “sion”	/ion/ “cian”	/ion/ “tion”	Short Vowel-Consonant-le	Other Vowels-Consonant-le	Short Schwa	Long Schwa	“able”	“ible”	“ance”	“ence”
Student Names																				
<b>Totals</b>																				

## NOTES

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# Spelling Pattern Worksheets

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The Spelling Pattern Worksheets are designed to help students master the kindergarten–fourth 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 82 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 82 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. \_re
58. ir
59. ar
60. \_our

### 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
69. “ell”

### /j/

70. “dge”
71. “ge”

### “ie”/“ei”

72. “ie”
73. “ei”

## Sound-Spelling Patterns Scope and Sequence

### Plurals

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

### Silent Letters

- 79. “*mb*”
- 80. “*gn*”

### Final *e*

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

# 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            neighbour            beg            greet            met            beside

Short *e* “e” Spellings

Other “e” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #5

## Short *a* Sound “a”

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

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

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

Short *a* “a” Spellings

Other “a” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #6

## Short *e* Sound “ea”

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

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

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

### Short *e* “ea” Spellings

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---

---

---

### Other “ea” Spellings

---

---

---

---

---

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

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

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

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

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

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

\*Bonus

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

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# Spelling Pattern Worksheet #7

## Long *i* Sound “i\_e”

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

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

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

### Long *i* “i\_e” Spellings

### Other “i\_e” Spellings

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

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

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

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

\*Bonus

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

fine \_\_\_\_\_      pride \_\_\_\_\_

bite \_\_\_\_\_      size \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #8

## Long *a* Sound “a\_e”

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

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

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

Long *a* “a\_e” Spellings

Other “a” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #9

## Long *u* Sound “u\_e”

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

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

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

Long *u* “u\_e” Spellings

Other “u\_e” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #10

## Long o Sound “o\_e”

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

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

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

Long o “o\_e” Spellings

Other “o” Spellings

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

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

polse \_\_\_\_\_ kehoc \_\_\_\_\_  
nobe \_\_\_\_\_ senolmeo\* \_\_\_\_\_

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

hope \_\_\_\_\_ phone \_\_\_\_\_  
broke \_\_\_\_\_ mole \_\_\_\_\_

\*Bonus

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

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

# Spelling Pattern Worksheet #11

oo Sound “u\_e”

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

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

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

Long oo “u\_e” Spellings

Other “u\_e” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #12

z Sound “\_se”

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

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

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

Long z “\_se” Spellings

Other “s” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #13

## *l* Sound “\_le”

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

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

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

### *l* Sound “\_le” Spellings

### Other “l” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #14

v Sound “\_ve”

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

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

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

v Sound “\_ve” Spellings

Other “v” Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #15

## e Sound "i\_e"

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

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

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

Long *e* "i\_e" Spellings

Other "i\_e" Spellings

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

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

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

\*Bonus

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

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

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

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



# Spelling Pattern Worksheet #16

## sh Sound “sh”

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

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

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

### sh Sound “sh” Spellings

### Other Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #17

*ch* Sound “ch” and “\_tch”

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

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

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

*ch* Sound “ch” and “\_tch” Spellings

Other Spellings

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #18

## th Sound "th"

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

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

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

### th Sound "th" Spellings

### Other Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

thsmo \_\_\_\_\_ timacsmhte\* \_\_\_\_\_

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #19

*hw* Sound “wh\_”

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

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

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

*hw* Sound “wh\_” Spellings

Other “w” Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #20

### *f* Sound “ph”

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

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

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

#### *f* “ph” Spellings

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#### Other “p” Spellings

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

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

\*Bonus

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

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

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

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# Spelling Pattern Worksheet #21

## Long *a* Sound “a”

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

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

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

### Long *a* “a” Spellings

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### Other “a” Spellings

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

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

\*Bonus

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

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

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

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## Spelling Pattern Worksheet #22

### Long *a* Sound “\_ay”

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

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

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

**Long *a* “\_ay” Spellings**

**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 \_\_\_\_\_ eigrn \_\_\_\_\_

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

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### Other “e” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #26

## Long e Sound “\_ee”

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

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

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

### Long e “ee” Spellings

### 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      neighbour      beige      conceit

### Long e “[c]ei” Spellings

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### Other “ei” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #28

## Long e Sound “\_y”

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

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

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

### Long e “\_y” Spellings

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### Other “\_y” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #29

## Long e Sound “ea”

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

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

really      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

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### Other “i” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #32

## Long *i* Sound “\_igh”

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

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

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

### Long *i* “\_igh” Spellings

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### Other “i” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #33

## Long *i* Sound “\_y”

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

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

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

**Long *i* “\_y” Spellings**

**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

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### Other “ie” Spellings

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

iedd      \_\_\_\_\_      tdie      \_\_\_\_\_  
srice      \_\_\_\_\_      detriun\*      \_\_\_\_\_

\*Bonus

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

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

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

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# Spelling Pattern Worksheet #35

## Long o Sound "o"

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

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

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

### Long o "o" Spellings

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### Other "o" Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #36

## Long o Sound “\_oe”

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

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

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

### Long o “\_oe” Spellings

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### Other “o” Spellings

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #37

## Long o Sound “oa\_”

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

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

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

### Long o “oa\_” Spellings

### Other “o” Spellings

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

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

coat \_\_\_\_\_ roast \_\_\_\_\_

goad \_\_\_\_\_ cloak \_\_\_\_\_

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

ostac \_\_\_\_\_ blsatoai \_\_\_\_\_

tgoas \_\_\_\_\_ otcpto\*

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

# 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

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### Other “u” Spellings

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

nupy \_\_\_\_\_ 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.

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# Spelling Pattern Worksheet #40

## Long *u* Sound “\_ew”

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

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

ewes      mew      cue      hew      cashew      fewer  
sewing      feud      knew      pewter      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

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### Other “ue” Spellings

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

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

lvaue \_\_\_\_\_ bbcuraee\* \_\_\_\_\_

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #42

*oo* Sound as in *rooster* “oo”

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

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

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

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

Other “oo” Spellings

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

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

**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	pussycat
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            oboe            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" and "re"

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

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

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

**/er/ Sound Spellings**

**Other Sound Spellings**

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

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #58

*r*-controlled "ir"

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

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

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

*er* Sound "ir" Spellings

Other Sound Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

\*Bonus

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

# Spelling Pattern Worksheet #59

*r*-controlled “ar”

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

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

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

*ar* Sound “ar” Spellings

Other *r*-controlled Spellings

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

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

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

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

\*Bonus

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

star \_\_\_\_\_      arm \_\_\_\_\_

lard \_\_\_\_\_      art \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet #60

*r*-controlled “or” and “our”

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

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

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

**/or/ Sound Spellings**

**Other *r*-controlled Spellings**

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

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

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

\*Bonus

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

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

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

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

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# Spelling Pattern Worksheet #61

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

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

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

custom	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

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#### Other “s” and “c” Spellings

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

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

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

\*Bonus

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

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

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

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

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## Spelling Pattern Worksheet #63

### Hard g Sound “g[a,o,u]”

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

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

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

#### Hard g Spellings

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#### Other “g” Spellings

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

gtues	_____	noge	_____
ggleru	_____	solgneia*	_____

\*Bonus

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

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

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

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# Spelling Pattern Worksheet #64

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

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

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

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

Soft g Spellings

Other “j” and “g” Spellings

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

**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

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

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

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

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

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

\*Bonus

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

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# Spelling Pattern Worksheet #68

## Single Consonant before Suffix

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

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

biggest      equipment      weakness      convention  
suffering      admitted      batteries      shocking

Single Consonant before Suffix

Double Consonant before Suffix

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

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

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

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

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

\*Bonus

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

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## Spelling Pattern Worksheet #69

“\_ell”

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

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

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

“\_ell” Accented Syllables

“\_ell” Unaccented Syllables

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

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

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

eucllrer \_\_\_\_\_ dettollda \_\_\_\_\_  
tsdaemill \_\_\_\_\_ sllrcyaetzi\* \_\_\_\_\_

\*Bonus

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

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# Spelling Pattern Worksheet #70

/j/ “\_dge”

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

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

judge      badge      language      magic      ledge      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 #71

/j/ “ge”

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

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

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

/j/ “\_ge” Spellings

Other /j/ Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**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 #72

“\_ie”

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

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

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

**Long /e/ “\_ie” Spellings**

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**Long /i/ “\_ie” Spellings**

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

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

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

esrid            \_\_\_\_\_            sielf            \_\_\_\_\_

lyied            \_\_\_\_\_            sudsiertni\*            \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #73

“ei”

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

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

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

Long /e/ “\_ei” Spellings

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Long /a/ “ei” Spellings

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

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

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

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

eviecer \_\_\_\_\_ eednrier \_\_\_\_\_

hgeentie \_\_\_\_\_ ecedvire\* \_\_\_\_\_

\*Bonus

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

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# Spelling Pattern Worksheet #74

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

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

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

rodeos 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 #75

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

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

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

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

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

*Other “es” Plural Spellings*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**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 #76

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

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

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

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

Change y to i and add “es”

Consonant-“o” add “es”

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

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

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

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

tesiuo \_\_\_\_\_ odes \_\_\_\_\_  
sehos \_\_\_\_\_ viesaacnc\* \_\_\_\_\_

\*Bonus

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

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

# Spelling Pattern Worksheet #77

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

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

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

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

Change “fe” to “ves” Spellings

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 #78

## Irregular Plurals

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

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

selves	women	bookcases	children	berries	treetops
alumni	sheep	boxes	fish	churches	matrices
<b>Irregular Plural Spellings</b>			<b>Regular Plural Spellings</b>		

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

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

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

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

eerd	_____	xoen	_____
ceim	_____	ppenaceids*	_____

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_



# Spelling Pattern Worksheet #79

## Silent Vowel Letters

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

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

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

**Silent Vowel Letters**

**Other Spellings**

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

**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 #80

## Silent Consonant Letters

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

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

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

**Silent Consonant Spellings**

**Other Spellings**

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

**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 #81

## Drop Final *e* before Suffix

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

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

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

### Drop Final *e* before Suffix

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### Keep Final *e* before Suffix

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

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

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

nigtaws \_\_\_\_\_ cylkuiq \_\_\_\_\_  
lcsoyle \_\_\_\_\_ tementsta\* \_\_\_\_\_

\*Bonus

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

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## Spelling Pattern Worksheet #82

### Keep Final *e* before Suffix

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

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

### Suffix Begins with Consonant

\_\_\_\_\_

### Soft “c” or “g”-able

\_\_\_\_\_

### Soft *g*-ous

\_\_\_\_\_

### Root ends in “ee”

\_\_\_\_\_

### Root ends in “oe”

\_\_\_\_\_

### Root ends in “ye”

\_\_\_\_\_

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

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

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

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

reylus      \_\_\_\_\_      teveod      \_\_\_\_\_

eyds      \_\_\_\_\_      ecblaeape\*      \_\_\_\_\_

\*Bonus

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Spelling Pattern Worksheet Answers

### Spelling Sort #1

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

### Jumble #1

stuck dusty  
crunch punishment

### Spelling Sort #2

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

### Jumble #2

cost blond  
clock slobbering

### Spelling Sort #3

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

### Jumble #3

pitch hidden  
ridge combination

### Spelling Sort #4

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

### Jumble #4

deck better  
chest narrowest

### Spelling Sort #5

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

### Jumble #5

stand last  
cracker battleground

### Spelling Sort #6

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

### Jumble #6

death instead  
tread breakfast

### Spelling Sort #7

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

### Jumble #7

site infinite  
spine underline

### Spelling Sort #8

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

### Jumble #8

crate make  
safe keepsake

### Spelling Sort #9

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

### Jumble #9

cute tribute  
mute commute

### Spelling Sort #10

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

### Jumble #10

slope choke  
bone lonesome

### Spelling Sort #11

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

### Jumble #11

rule tune  
flute altitude

### Spelling Sort #12

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

### Jumble #12

chose advise  
accuse disease

## Spelling Pattern Worksheet Answers

### Spelling Sort #13

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

### Jumble #13

able      oracle  
fiddle      settlement

### Spelling Sort #14

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

### Jumble #14

have      moved  
motive      receive

### Spelling Sort #15

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

### Jumble #15

police      prestige  
latrine      submarine

### Spelling Sort #16

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

### Jumble #16

crush      splash  
flesh      fisherman

### Spelling Sort #17

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

### Jumble #17

branch      crutch  
couch      parchment

### Spelling Sort #18

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

### Jumble #18

with      these  
moths      mathematics

### Spelling Sort #19

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

### Jumble #19

what      when  
whine      meanwhile

### Spelling Sort #20

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

### Jumble #20

graph      phonics  
phony      triumph

### Spelling Sort #21

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

### Jumble #21

taste      nation  
stable      teenager

### Spelling Sort #22

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

### Jumble #22

stay      delay  
gra      straying

### Spelling Sort #23

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

### Jumble #23

braid      trail  
aiming      rainstorm

### Spelling Sort #24

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

### Jumble #24

beige      reign  
eighty      neighbours



## Spelling Pattern Worksheet Answers

### Spelling Sort #25

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

### Jumble #25

beside delight  
review cemented

### Spelling Sort #28

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

### Jumble #28

duty mighty  
lady completely

### Spelling Sort #31

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

### Jumble #31

pirate tricycle  
Bible silent

### Spelling Sort #34

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

### Jumble #34

died tied  
cries untried

### Spelling Sort #26

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

### Jumble #26

beef freely  
seek referee

### Spelling Sort #29

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

### Jumble #29

meat clean  
dreary pleased

### Spelling Sort #32

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

### Jumble #32

sight bright  
higher delightful

### Spelling Sort #35

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

### Jumble #35

ocean also  
lotion obesity

### Spelling Sort #27

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

### Jumble #27

deceit deceiving  
receive receipt

### Spelling Sort #30

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

### Jumble #30

media medium  
lenient trivia

### Spelling Sort #33

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

### Jumble #33

crying cyclone  
justify myself

### Spelling Sort #36

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

### Jumble #36

toes poems  
goes woeful



## Spelling Pattern Worksheet Answers

### Spelling Sort #37

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

### Jumble #37

coast sailboat  
goats topcoat

### Spelling Sort #40

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

### Jumble #40

fewest nephew  
curfew jeweler

### Spelling Sort #43

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

### Jumble #43

true glued  
duels untrue

### Spelling Sort #46

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

### Jumble #46

stood cooking  
hood roofer

### Spelling Sort #38

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

### Jumble #38

grown towing  
stowed bowtie

### Spelling Sort #41

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

### Jumble #41

argue avenue  
value barbecue

### Spelling Sort #44

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

### Jumble #44

runner student  
futon fluency

### Spelling Sort #47

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

### Jumble #47

push pudding  
input rosebush

### Spelling Sort #39

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

### Jumble #39

puny butane  
cubic musician

### Spelling Sort #42

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

### Jumble #42

food spoonful  
boot raccoons

### Spelling Sort #45

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

### Jumble #45

drew corkscrew  
stew newborn

### Spelling Sort #48

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

### Jumble #48

town vowel  
rowdy cowboys

## Spelling Pattern Worksheet Answers

### Spelling Sort #49

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

### Jumble #49

spouse doubt  
ground ourselves

### Spelling Sort #52

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

### Jumble #52

laws drawl  
pawn jawbone

### Spelling Sort #55

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

### Jumble #55

wall baseball  
stall hallway

### Spelling Sort #58

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

### Jumble #58

stir squirm  
third chirping

### Spelling Sort #50

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

### Jumble #50

coil moist  
foil avoided

### Spelling Sort #53

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

### Jumble #53

taught auditorium  
caught audience

### Spelling Sort #56

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

### Jumble #56

murder turning  
surf hurler

### Spelling Sort #59

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

### Jumble #59

charm starting  
shark charcoal

### Spelling Sort #51

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

### Jumble #51

joyful employ  
boyish destroying

### Spelling Sort #54

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

### Jumble #54

almost false  
normal immortal

### Spelling Sort #57

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

### Jumble #57

stern litre  
herself feathers

### Spelling Sort #60

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

### Jumble #60

forty newborn  
labour borders

## Spelling Pattern Worksheet Answers

### Spelling Sort #61

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

### Jumble #61

catch cucumber  
kennel checkmate

### Spelling Sort #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

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

### Jumble #70

pledge fidget  
lodge misjudge

### 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 #63

gag germ  
goggles giant  
gutter gym  
gallon range  
seagull budget  
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

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

### Jumble #69

crueller totalled  
medallist crystallize

## Spelling Pattern Worksheet Answers

### Spelling Sort #71

pages budget  
gauge conjunction

large perjury  
gorgeous hedge  
logic reject  
region energy

### Jumble #71

urge huge  
magic contagious

### Spelling Sort #72

relief fries  
field tied

niece lied  
frontier replies  
achieve tries  
belief cried

### Jumble #72

dries flies  
yield industries

### Spelling Sort #73

conceive weight  
perceive neighbour

conceit reins  
ceiling their  
deceit sleigh  
receipt faint

### Jumble #73

receive reindeer  
eighteen deceiver

### Spelling Sort #74

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

### Jumble #74

patios audios  
donkeys corduroys

### Spelling Sort #75

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

### Jumble #75

foxes dashes  
waxes canvases

### Spelling Sort #76

berries tomatoes  
stones superheroes  
manes lassoes  
batteries echoes  
factories canoes  
fairies oboes

### Jumble #76

duties does  
shoes vacancies

### Spelling Sort #77

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

### Jumble #77

lives hooves  
ourselves dwarves

### Spelling Sort #78

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

### Jumble #78

deer oxen  
me appendices

### Spelling Sort #79

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

### Jumble #79

tomb bear  
fruit people

### Spelling Sort #80

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

### Jumble #80

knock talk  
solemn tombstone

### Spelling Sort #81

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

### Jumble #81

wasting quickly  
closely statement

### Spelling Sort #82

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

### Jumble #82

surely vetoed  
dyes peaceable

**NOTES**

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## Spelling Resources Appendix

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### Personal Sound Walls

Spelling is primarily an auditory skill—the sounds in words are represented by letters or combinations of letters. Proper speech articulation improves spelling accuracy. These sound walls include sounds, mouth positions for speech articulation, speech articulation songs, and common spellings.

### How to Study Spelling Words

Students learn a proven technique for quickly memorizing spelling words that places these spellings into the long term memory.

### Spelling Proofreading Strategies

Students learn how to proofread their own writing for spelling errors.

### Supplemental Word Lists

The following word lists are appropriate to supplement the weekly personal spelling list:

- The **Heart Words Assessment** features words with one or more non-phonetic parts.
- The **Academic Words List** provides grade-level Tier 2 generalizable vocabulary words.
- **The 450 Most Frequently Used Words** includes the words most frequently found in basal reading series and student writing.
- **The 100 Most Often Misspelled Words** has been put together over the years from student writing errors in the intermediate elementary grades.
- **The 70 Most Commonly Confused Words** has the most often confused spelling-vocabulary words. Many of these commonly confused words are homophones (words that sound the same, but have two different spellings) e.g., “lead” and “led”, and some are just very similar in their sounds or spellings e.g., “advise” and “advice”.

### Eight Spelling Rules and Songs

The Eight Advanced Spelling Rules provide concise explanations and example words for the most common conventional spelling rules—a useful one-page reference tool for students.

### Spelling Review Games

Play these games to review before the summative assessments and when time permits.



## Personal Sound Walls

For students who struggle with making the phoneme (speech sound) to grapheme (spelling) connection, sound walls can be essential tools.

What's preventing students from learning this connection? Often, it's inaccurate or inconsistent recognition and production of the speech sounds. After all, **if you can't say 'em, you can't read 'em and you certainly can't spell 'em.**

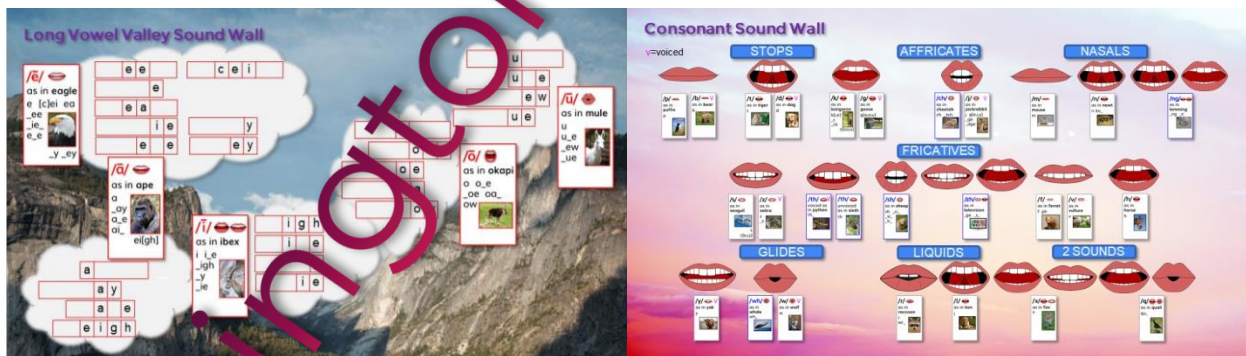
The Differentiated Spelling Instruction program provides digital sound walls for both vowels and consonants. These sound walls feature the Animal Sound-Spelling Cards with an animal photograph representing the phoneme, mouth positions for proper speech articulation, and common spellings.

Teachers may choose to display the sound walls to rehearse speech articulation when introducing each spelling lesson, or teachers may wish to print and laminate the personal sound walls for students to write their own spelling examples, using fine tip dry erase markers.

These YouTube Animal Chants provide catchy speech articulation songs to explain proper mouth formation and sound articulation, and they introduce each of the components of the Animal Sound-Spelling Cards.

**Vowels:** <https://www.youtube.com/watch?v=TCUEpVcTJ5o&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=9> 10:55

**Consonants:** [https://www.youtube.com/watch?v=zypqiz\\_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14](https://www.youtube.com/watch?v=zypqiz_PiGI&list=PLu9-w9nYpjAVSnq7Yigbk-80nFfc5ebZq&index=14) 15:30





# Vowel Valley Sound Wall

The diagram illustrates the 'Vowel Valley Sound Wall' with various vowel sounds and their corresponding mouth positions. The sounds are arranged in a valley shape, with labels for mouth positions: Tight Smile, Short Schwa, Puckered Lips, Slightly Opened, Long Schwa, and Fully Opened. Each sound is accompanied by a mouth diagram and a card with the phonetic symbol, examples, and a small image.

Phonetic Symbol	Examples	Image
/e/	as in eagle, e (c)ei ea, _ee, _ie, e_e	Eagle
/i/	as in pig	Pig
/a/	as in ape, a, _ay, a_e, ai_	Ape
/ɛ/	as in gecko, e _ea	Gecko
/ɔ/	as in bodger, o	Bodger
/oi/	as in kai, oi_ _oy	Kai
/i/	as in ibex, i i_e, _igh, _y, _ie	Ibex
/ow/	as in cow, _ow, ou_	Cow
/ɔ/	as in otter, o	Otter
/aw/	as in hawk, aw, augh(t), au, a(i), a(i)	Hawk
/u/	as in buffalo, u	Buffalo
/o/	as in hawk, ow, augh(t), au, a(i), a(i)	Hawk
/ɔ/	as in okapi, o o_e, _oe oa_, ow	Okapi
/oo/	as in rooster, oo _ue _u, u_e _ew u, _eu	Rooster
/oo/	as in woodpecker, oo _u_	Woodpecker
/u/	as in mule, u, u_e, _ew, _ue	Mule
/er/	as in ermine, er, ir, ur	Ermine
/or/	as in shark, or	Shark
/or/	as in orca, or, ore	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	

		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\_

**/aw/**

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

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

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# r-Controlled Vowel Valley Sound Wall

**/er/**   
 as in ermine  
 er  
 ir  
 ur





	e	r	
		i	r
	u	r	

**/ar/**   
 as in shark  
 ar



	a	r	
		a	r
	a	r	
	a	r	

**/or/**   
 as in orca  
 or  
 ore



	o	r		
		o	r	e
	o	r		
	o	r		

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# Consonant Sound Wall

v=voiced

## STOPS

## AFFRICATES

## NASALS



**/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]   
\_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


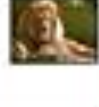


**/y/**  as in yak  
y 

**/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/**  **v**  
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




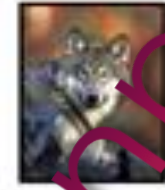
/y/  V  
 as in yak  
 y  


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 emne. Dah tree leddel peegz hadah boyleenk pahot uv wahder waytink en de fierplaz. Da wulf fel en de pahot ant de peegz ade im fer lahunj.

VN

## Spelling Proofreading Strategies

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

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

### Practice

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

### Answers

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

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

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

.....

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

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

The End

.....

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

## Heart Words Spelling Assessment

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

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

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

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

### Administration

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

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

### Grading

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

### Practice

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

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

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

## Heart Words Spelling Assessment

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



## Heart Words Spelling Assessment

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



## Heart Words Spelling Assessment

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

## Heart Words List

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

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

## The Grades 3–4 Academic Words List

The **Grades 3–4 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 4](#) 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.

analyze	approach	assess	assume	authority	available
benefit	concept	consist	constitute	context	contract
data	derive	distribute	economy	environment	establish
estimate	evident	export	factor	finance	formula
function	identity	income	indicate	individual	interpret
involve	issue	labor	legal	legislate	major
method	occur	percent	period	policy	principle
proceed	process	require	research	respond	role
section	sector	significant	similar	source	specific
structure	theory				

## The 450 Most Frequently Used Words List

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

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

## The 450 Most Frequently Used Words List

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

## The 450 Most Frequently Used Words List

---

during	today	however	sure	knew	it's
try	told	young	sun	thing	whole
hear	example	heard	several	change	answer
room	sea	against	top	turned	learn
point	city	play	toward	five	himself
usually	money	seen	didn't	car	morning
I'm	body	upon	family	later	turn
move	face	door	cut	done	group
true	half	red	fish	plants	living
black	eat	short	United States	run	book
gave	order	open	ground	cold	really
table	remember	tree	course	front	American
space	inside	ago	sad	early	I'll
learned	brought	close	nothing	though	idea
before	lived	became	add	become	grow
draw	yet	less	wind	behind	cannot
letter	among	able	dog	shown	mean
English	rest	perhaps	certain	six	feel
fire	ready	green	yes	built	ran
full	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* (*deliver-delivered*), or if the ending begins with an *i* (*copy-copying*). Change the *y* to *i* when adding an ending if the word ends in a consonant, then a *y* (*pretty-prettyest*).

### 3. The Silent “e” Rule

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

### 4. The Double the Consonant Rule

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

### 5. The Ending “an” or “en” Rule

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

### 6. The “able” or “ible” Rule

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

### 7. The Ending “ion” Rule

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

### 8. The Plurals Rule

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

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

---

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

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

That we learned back in school.

*Away we go, away we go!*

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

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

and when you hear long /a/. Hey!

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

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

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

That we learned back in school.

*Away we go, away we go!*

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

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

and when you hear long /a/. Hey!

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

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

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

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

## The Final “y” Spelling Rule

(to the tune of “Hickory Dickory Dock”)

---

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

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

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

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

### The Final “y” Rule and Spelling Song

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

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



## The Final *e* Spelling Rule

---

Drop the final *e*

When adding on an ending

If it starts with a vowel up front.

Keep the final *e*

When adding on an ending

If it starts with a consonant.

Also keep the *e*

When you hear soft *c* or *g*

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

Mostly keep the *e*

When the ending is "y-e",

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

### The Final "e" Rule and Spelling Song

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

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

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

---

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

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

### Double the Consonant Rule and Spelling Song

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

<https://www.youtube.com/watch?v=kUpkxRFIvE8>

## The “an” and “en” Spelling Rule (to the tune of “This Old Man”)

If you see, “e-a-r”,  
or there is a “u-r-e”,  
In the root, or if you  
hear hard *c* or *g*,

*This old man, he played one,  
he played nick-nack on my thumb  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ant”, “ance”, or “ancy”.

*This old man came rolling home.*

If you see, “id” like “fid”,  
or there is an “e-r-e”  
In the root, or if you  
hear soft *c* or *g*,

*This old man, he played two,  
he played nick-nack on my shoe  
With a nick-nack paddy-whack,  
give a dog a bone,*

Then spell “ent”, “ence”, or “ency”.

*This old man came rolling home.*

### The Ending “an” or “en” Rule and Spelling Song

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

<https://www.youtube.com/watch?v=bAU-HCk579k>

## The “able” or “ible” Spelling Rule (to the tune of “John Jacob Jingleheimer Schmidt”)

---

Base words add “able” to the end,

*John Jacob Jingleheimer Schmidt,*

As do word parts,

*That’s my name, too.*

That end in silent e

*Whenever we go out,*

Or with hard c or g

*The people always shout,*

But for all others add “i-b-l-e”.

*Saying, “John Jacob Jingleheimer Schmidt.”*

### The “able” or “ible” Rule and Spelling Song

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

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

## The “ion” Spelling Rule

(to the tune of “Twinkle Twinkle Little Star”)

---

If the /shun/ sound you do hear *Twinkle, twinkle little star,*  
And it follows / or s. *How I wonder what you are.*  
Or if you, hear a /zyun/ *Up above the world so high,*  
For both spell “s-i-o-n”. *Like a diamond in the sky.*  
Both these rules serve you well, *Twinkle, twinkle little star,*  
Learning all the ways to spell. *How I wonder what you are.*

When a person you describe, *Twinkle, twinkle little star,*  
You should spell “c-i-a-n.” *How I wonder what you are.*  
In most every other case, *Up above the world so high,*  
Simply spell “t-i-o-n”. *Like a diamond in the sky.*  
Both these rules serve you well, *Twinkle, twinkle little star,*  
Learning all the ways to spell. *How I wonder what you are.*

### The Ending “ion” Rule and Spelling Song

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

<https://www.youtube.com/watch?v=Q4wODwQZLRY>

# The Plurals Spelling Rule

(to the tune of "Mary Had a Little Lamb")

---

If there is a vowel before  
The letters *o* or *y*,  
"Add an *s* onto the end  
And to most nouns," said I.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
Its fleece was white as snow.*

If there is a consonant  
Before an *o* or *y*,  
Add "e-s" onto the end  
But change the *y* to *i*.

*And everywhere that Mary went,  
Mary went, Mary went.  
Everywhere that Mary went  
The lamb was sure to go.*

Add "e-s" onto an *x*,  
to /ch/, /sh/, /s/, or *z*.  
Also add onto an *f*,  
but change the *f* to *v*.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
And that is all I know.*

## The Plurals Rule and Spelling Song

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

<https://www.youtube.com/watch?v=cYxzac1eQmk>



## Spelling Review Games

### Spelling Baseball

The teacher creates spelling list flashcards and labels each spelling word according to difficulty, from easy to hard, as a single, double, triple, or home run on the back of each card. Hint: Have many more singles cards than the others.

Divide your students into two teams and establish four bases.

When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the spelling word and the batter must correctly spell the word within ten seconds or the batter is out.

Three outs per each team per inning. Select a student to serve as scorekeeper.

### Knock-out Spelling

Have all students stand and quiz each student with a spelling word. If the student gets it right within five seconds, the student remains standing; if not, the student sits. Last one standing wins.

### Word Making

Divide your students into small groups. Write out the unscrambled word on the board.

Give a three minute time limit for students to write down as many words as they can find within the word. Students take turns sharing their list, spelling each out loud.

One point is awarded for each correctly spelled word; two points for a word that no one else in the group finds; ten points for the whole unscrambled word. Students total their points to see who is the winner.

For example, the word jumble, an anagram, has many words such as the following:

ape ten tap yet nap man pay pat many mane meant tape

## Word Making

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Short Vowel Sounds

“a\_” /ă/

“e\_” /ĕ/

“ea\_” /ĕ/

“i\_” /ĭ/

“o\_” /ŏ/

“ou\_” /ŏ/

“u\_” /ŭ/

“ou\_” /ŭ/

cranberry  
stretched  
threading  
glittering  
blockers  
coughing  
rustproof  
touchdown

rynbrearc  
hceedrst  
dganihetr  
tlitgargei  
cblkesro  
uctogin  
corpitsur  
cdhwnoout

#### Long a Sound

“a”

“a\_e”

“ai\_”

“\_ay”

“ei”

stabled  
carefully  
straining  
betrayal  
freighter

dletbas  
ylulflarc  
ginianrts  
tylaaebr  
hefrigret

#### Long e Sound

“[c]ei”

“\_ee”

“ea”

“\_y”

“i\_e”

“[c]ei”

believed  
meeting  
teacher  
leisurely  
tambourne  
ceiling

vdeei lb  
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  
rabsunnei  
oelsmeon  
nknresieuml  
etuahrpca

#### *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

namtnojey

#### *ow* Sound

“\_ow”

“ou\_”

downtown

throughout

wnownotd

tughorutoh

### Consonant Digraphs

“wh\_”

“th”

“ph”

“sh”

“ch”

whirlwind

toothache

photograph

cushioned

chimpanzee

wldrinhiw

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  
uoandgylpr

### Non-phonetic Words

thorough  
Wednesday  
against  
thought  
beautiful

hghoorut  
dewsneayd  
gantias  
hoghutt  
euatbfilu

### Consonant Doubling

committee  
disappoint  
beginning  
Mississippi

mocmetei  
aioitnpsdp  
nnngiibge  
ppsssiim

#### /j/ Sound

“\_dge”  
“\_ge”  
“\_j\_”  
“ge\_”  
“gi\_”  
“gy”

baiges  
bandag  
jockrabbt  
generally  
ngantic  
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  
 eecrtyn  
 mnehanic  
 celvseib

#### Hard /g/ and Soft /g/

“ga”  
 “go”  
 “gu”  
 “ge”  
 “gi”  
 “gy”

gasoline  
 government  
 guarantee  
 gesturing  
 gigantic  
 astrology

sagonlei  
 ovgnremtne  
 aranugtne  
 egtsrunig  
 gginteai  
 arsolgyo

#### “s” and “es” Plurals

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

stereos  
 attorneys  
 batboys  
 bookcases

treesos  
 rtatoysen  
 tbsyoab  
 seskcaoob

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

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

mailboxes  
 branches  
 eyelashes  
 surprises  
 midwives

lxmiaesob  
 bcrhsane  
 hssealyee  
 rsspueirs  
 viwedsim

#### Irregular Plurals

children  
 armadillos  
 beliefs  
 people

dlinchec  
 losaaidlmr  
 eleifbs  
 lppeeo



## Word Making

### Sound-Spellings

#### Contractions

haven't  
they're  
could've

tenavh'  
y'heret  
evlu'dco

#### Silent Letters

plumbing  
knowledge  
scientific  
cornstalk  
leagues

lnhbpugn  
ewgodnkl  
ciifetnisc  
restoakln  
glseeua

#### Homonyms

(two words together)

breakbrake  
thronethrown  
piecepeace  
theirthere

bbrkrkeaae  
wtrhonrtheon  
ppieceeacec  
rirttheeee

#### 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