

SPELLING LIBRARY



The Simplify Writing® Spelling Library is designed to give students practice with applying phonetic rules they have recently learned. When students encode (write & spell) words, their understanding of the phonetic rule is solidified, aligning with research that emphasizes the importance of both phonemic and morphemic awareness in spelling instruction. This approach not only helps students internalize phonetic patterns but also provides teachers with valuable insight into students' word knowledge through their spelling approximations (Herrington & Macken-Horarik, 2015). These resources can be used in whole group, small group, or with individual students.

What's Included?

Each word list focuses on one spelling pattern or generalization and includes 15+ words that may be used with the following activities:

- Dictation Practice
- Color by Sound/Syllable
- Pattern Sorts
- Look, Say, Cover, Write, Check
- Word Ladders
- Word Sums
- Find the Spelling
- Word Matrix

Letter Sounds

- a, t, m, s, p, o
- n, c, d, f, i
- g, b, u, h, k
- e, v, l, r, j
- qu, w, x, y, z
- Spellings of /f/
- Spellings of /g/
- Spellings of /j/
- Spellings of /k/
- Spellings of /m/
- Spellings of /n/
- Spellings of /r/
- Spellings of /s/
- Spellings of /z/

Diphthongs & Variant Vowels

- oi, oy
- ou, ow
- au, aw, augh
- Broad a /ä/
- Y as /ī/
- Y as /ē/
- Short /oo/
- Schwa Spellings

Short & Long Vowels

- Short a
- Short i
- Short e
- Short o
- Short u
- Short a + o
- Short e + i + u
- Short Vowels with Blends/Digraphs
- Spellings of /ā/
- Spellings of /ē/
- Spellings of /ī/
- Spellings of /ō/
- Spellings of /ū/

Blends & Digraphs

- Beginning L Blends
- Beginning R Blends
- Beginning S Blends
- Beginning Blends Review
- Ending L Blends
- Ending T Blends
- Ending Blends Review
- 3-Letter Blends
- ck
- th
- sh
- ch
- wh
- ng
- nk
- qu
- Spellings of /ch/
- Spellings of /sh/

Silent e

- a_e
- e_e
- i_e
- o_e
- u_e
- Special Silent e

Vowel Teams

- Long a: ai, ay
- Long o: oa, oe, ow
- Long e: ea, ee
- Long i: ie, igh
- Long u: ew, oo

R-Controlled Vowels

- ar
- or
- er
- ir
- ur

Roots

- graph
- scribe
- phon
- photo
- trans
- port
- spec
- vis
- mono, uni, bi, tri
- semi, hemi
- deci, milli
- tele
- dict

Prefixes

- pre-
- re-
- un-
- dis-
- im-
- in-
- ab-
- ad-
- com-
- col-
- con-

Suffixes

- Plurals: -s, -es, -ies
- Plurals with F & O
- Irregular Plurals
- -ing, -ed
- -er, -est
- Suffixes w/ Short Vowels
- 1 Vowel + 1 Consonant
- Suffixes with Silent e
- Suffixes with Y
- Derivational:
 - -er, -or
 - -less, -ness
 - -ful, -ment
 - -y, -ly
 - -ion
 - -ible/-able
 - -al/-ial/-ual
 - -ous/-ious
 - -ent/-ant

Multisyllabic Words

- Open vs. Closed
- Closed Syllables
- Open Syllables
- Silent e Syllables
- Consonant -le Syllables
- Vowel Team Syllables
- Short /oo/ Syllables
- Diphthong Syllables
- R-Controlled Syllables

Miscellaneous

- FLOSS rule
- Compound Words
- Contractions
- Wild Old Words
- Homophones
- Silent Letters
- -ch vs. -tch
- -ge vs. -dge
- ie vs. ei

Why Our Program Works

Our lessons are designed to ensure that students are provided a clear rationale for why they are learning new spellings, correct models of the words to be learned, feedback to support their learning, and guided practice to ensure that these new spellings are produced correctly and automatically. These practices are strong study strategies that can be part of a larger and more comprehensive approach to teaching spelling (Harris et al., 2017).

Direct spelling instruction benefits all students, but it especially benefits students with dyslexia (Walton, 1998).

WORKS CITED

- ¹ Dyslexia Center of Utah. (n.d.). Understanding dyslexia. Retrieved from <https://www.dyslexiacenterofutah.org/Statistics>

Harris, K. R., Graham, S., Aitken, A. A., Barkel, A., Houston, J., & Ray, A. (2017). Teaching spelling, writing, and reading for writing: Powerful evidence-based practices. *Teaching Exceptional Children*, 49(4), 262–272.

Walton, M. (1998). Teaching reading and spelling to dyslexic children: Getting to grips with words (1st ed.). David Fulton Publishers.

15-20%

of students have dyslexia¹

LOWER GRADE ASSESSMENT

These scoring charts assess student spelling by breaking down errors into specific categories, such as phonemic representation, orthographic patterns, and morphological knowledge. This detailed analysis helps teachers pinpoint the exact areas where students are struggling, whether it's letter-sound correspondence, common spelling rules, or understanding word parts. By identifying these gaps, teachers can provide targeted instruction to strengthen foundational skills.

Sample shown is a pre-assessment from a 2nd grade student with dyslexia and dysgraphia who is participating in tutoring that includes direct phonics and spelling instruction.

Name: _____ Date: _____

Spelling Pre-Assessment

1. mat	13. played	25. grass
2. hop	14. rained	26. whisk
3. sun	15. KAS	27. slide
4. read	16. top	28. fun
5. wish	17. drive	29. basket
6. paf	18. pork	30. tab
7. block	19. pie	31. large
8. sheet	20. took	32. dress
9. fuf	21. steel	33. bag
10. pens	22. kite	34. Swiss
11. melted	23. brown	35. riding
12. quacking	24. lunch	36. look

Individual Score Chart									
Highlight every spelling feature in each row that is spelled correctly.									
	Initial Consonants	Medial/Final Consonants	Short Vowels	Digraphs	Blends	Long Vowels + Diphthongs	Suffixes	Other	
1. mat	m	t	a						
2. hop	h	p	o						
3. sun	s	n	u						
4. red	r	d	e						
5. wish	w		i	sh					
6. path	p		a	th					
7. block			a	ck	bl				
8. chest			e	ch	st				
9. fuzz	f		u						-zz
10. spends			e		sp,nd			-s	
11. melted	m		e		lt			-ed	
12. quacking			a	au,ck				-ing	
13. clapped		pp	a		cl			-ed	
14. running	r	nn	u					-ing	
15. cake	c	k				a, e			
16. tube	t	b				u, e			
17. drive		v			dr				
18. poking	p	k				a, e		-ing	
19. pie						i, e			
20. load		d				oa			
21. steal		t			st	ea			

Individual Score Chart									
	Initial Consonants	Medial/Final Consonants	Short Vowels	Digraphs	Blends	Long Vowels + Diphthongs	Suffixes	Other	
22. sky					sk		y = /j/		
23. barn	b	n				ar			
24. joins	j	n				ai	-s		
25. grows		t			gr	ow	-s		
26. wasn't	w	s				ai			n't
27. sixty	s		i		xt		y = /e/		
28. funny	f		u				y = /e/		nn
29. basket	b	t	a, e		sk				
30. table	t					a			-ble
32. carried	c					ar	-ed		
32. brightest		r			br	igh	-est		
33. badger	b		a				-er	-dge	
34. switches			i		sw		-es	-ch	
35. writing		i			wr	ie	-ing		
36. laundry	l	n			cr	au	y = /e/		
Total:	23/24	14/20	19/20	4/6	11/16	14/16	9/17	0/6	
Passing Score	22/24	18/20	18/20	5/6	14/16	14/16	15/17	5/6	

If student scores less than the passing score, provide additional instruction and intervention for the highlighted spelling patterns.

UPPER GRADE ASSESSMENT

These scoring charts assess student spelling by breaking down errors into specific categories, such as phonemic representation, orthographic patterns, and morphological knowledge. This detailed analysis helps teachers pinpoint the exact areas where students are struggling, whether it's letter-sound correspondence, common spelling rules, or understanding word parts. By identifying these gaps, teachers can provide targeted instruction to strengthen foundational skills.

3rd-5th Individual Score Chart

Highlight every spelling feature in each row that is spelled correctly. Note: for syllables, bolded letters indicate that the spelling pattern will be assessed separately in the chart. Syllables may be marked correct if the unbolded letters are spelled correctly AND the bolded letters are spelled phonetically. See scoring guide for examples.

	Consonant Sounds	Short Vowels/ *Schwa	Digraphs & Blends	Long Vowels	Other Vowels	Prefixes	Suffixes		Syllables
							Inflectional	Derivational	
1. shin	sh	i	sh						
2. clock	ck	o	ck						
3. plate	pl	e	pl	ai					
4. feast	f	e	ea						
5. tooth	t	u	th		oo				
6. chip	ch	i	ch						
7. dolphin			ph						ph (c) ph (c)
8. music	s = /z/								mu (c) sic (c)
9. gentle	g = /j/								gen (c) tle (c-le)
10. barrel		o		ar					bar (c) rel (c)
11. decide	c = /s/								de (c) cide (v-e)
12. whirlpool			wh	oo					whir (c) pool (v)
13. outlaw				ou	aw				out (v) law (v)
14. groucher			ch, gr		ou				

	Consonant Sounds	Short Vowels/ *Schwa	Digraphs & Blends	Long Vowels	Other Vowels	Prefixes	Suffixes		Syllables
							Inflectional	Derivational	
15. knives	kn = /n/			ai			ves		
16. allowed		o			aw		ed		
17. exploding	ph (c) m			o (e)			ing		ex (c) plod (v-e)
18. rhymes	rh (c) m			y, e = /i/			s		
19. machine	ch = /tʃ/	o		e = /e/					ma (c) chine (v-i)
20. narrator				ai (e)	ow			or	nar (c) rate (v-e)
21. unhappily						un		ly	happ (c)
22. energy	g = /j/			y = /e/	er				en (c) er (c) gy (c)
23. believed		o		ie			ed		be (c) lie (v)
24. plumber	mb = /m/	u	pl					er	
25. assigned	gn = /n/	o					ed		
26. satisfying				y = /i/			ing		sat (c) is (c) fy (c)
27. emergency	g = /j/ c = /tʃ/	o		y = /e/					em (c) gen (c) cy (c)

	Consonant Sounds	Short Vowels/ *Schwa	Digraphs & Blends	Long Vowels	Other Vowels	Prefixes	Suffixes		Syllables
							Inflectional	Derivational	
28. orchestra	ch = /k/	o							orch (c) tra (c)
29. subtraction						sub		tion	tract (c)
30. enough	n gh = /tʃ/	e							
31. conclusion	s = /ʃ/						con	tion	clu (c)
32. invisible								ible	vis (c)
33. cautiously	ti = /ʃ/							ous	cau (v)
34. barbeque	qu = /k/	o		ue = /u/					bar (c) be (c) que (v)
35. individual	ti = /t/	i				in		ual	di (c) vid (c)
36. adventurous	ti = /tʃ/							ous	ad (c) ven (c) tur (c)
Total:	20/27	11/15	11/12	13/15	8/10	5/5	8/8	7/10	46/48
Passing Score	24/26	12/15	10/12	12/15	8/10	4/5	6/8	8/10	42/48

If student scores less than the passing score, provide additional instruction and intervention for the highlighted spelling patterns.

Sample shown is a pre-assessment from a 5th grade student who is considered "on grade level" in reading and writing but may still benefit from some spelling intervention.

Name: _____ Date: _____

Spelling Inventory

- | | | |
|----------------------|----------------------|------------------------|
| 1. <u>Shin</u> | 13. <u>Outlaw</u> | 25. <u>Assigned</u> |
| 2. <u>Clock</u> | 14. <u>Groucher</u> | 26. <u>Satisfying</u> |
| 3. <u>Plate</u> | 15. <u>Knives</u> | 27. <u>Emergency</u> |
| 4. <u>Feast</u> | 16. <u>Allowed</u> | 28. <u>Orchestra</u> |
| 5. <u>Tooth</u> | 17. <u>Exploding</u> | 29. <u>Subtraction</u> |
| 6. <u>Chip</u> | 18. <u>Rhymes</u> | 30. <u>Enough</u> |
| 7. <u>Dolphin</u> | 19. <u>Machine</u> | 31. <u>Conclusion</u> |
| 8. <u>Music</u> | 20. <u>Barbecue</u> | 32. <u>Invisible</u> |
| 9. <u>Gentle</u> | 21. <u>Unhappily</u> | 33. <u>Cautiously</u> |
| 10. <u>Barrel</u> | 22. <u>Energy</u> | 34. <u>Barbecue</u> |
| 11. <u>Decide</u> | 23. <u>Believed</u> | 35. <u>Individual</u> |
| 12. <u>Whirlpool</u> | 24. <u>Plumber</u> | 36. <u>Adventurous</u> |



Spelling Scope & Sequence Kindergarten (Level 0)

	Spelling Pattern
1	Letter Sounds: a, t, m, s, p, o
2	Letter Sounds: n, c, d, f, i
3	Letter Sounds: g, b, u, h, k
4	Letter sounds: e, v, l, r, j
5	Letter Sounds: qu, w, y, z, x
6	Letter Sounds Review
7	Short a
8	Short o
9	Short i
10	Short e
11	Short u
12	Short Vowel Review
13	Digraph -ck
14	Digraph th
15	Digraph sh
16	Digraph ch & wh

	Spelling Pattern
17	Digraph -ng and -nk
18	Digraph Review
19	Beginning L Blends
20	Beginning R Blends
21	Beginning S Blends
22	Beginning Blends Review
23	Ending L Blends
24	Ending T Blends
25	Ending Blends Review
26	Floss Rule
27	Suffix -s
28	Suffix -ing
29	Suffix -ed
30	Suffixes with Short Vowels (no change to base)
31	Open vs. Closed Syllables
32	Compound Words

Spelling Scope & Sequence

1st Grade (Level 1)

	Spelling Pattern
1	Short a/o
2	Short i/e/u
3	Digraphs –ck, qu–
4	Digraphs ch, sh
5	Digraphs th, wh
6	Digraphs –ng, –nk
7	Open vs. Closed Syllables
8	Beginning Blends
9	Floss Rule
10	Y as /ī/
11	Broad a /ä/
12	Ending Blends
13	3 Letter Blends
14	Suffix –s, –es
15	Suffixes with Short Vowels (no change to base)
16	Suffixes with Short Vowels 1+1+1 (double consonant)

	Spelling Pattern
17	Wild Old Words
18	Silent e: Long a/i
19	Silent e: Long e/o/u
20	Silent e: Hard soft c/g
21	Suffixes with Silent e (drop silent e)
22	Long a Vowel Teams ai/ay
23	Long o Vowel Teams oa/oe/ow
24	Long e Vowel Teams ee/ea
25	Long i Vowel Teams ie/igh
26	Long u Vowel Teams ew/oo
27	R-Controlled ar/or
28	R-Controlled er/ir/ur
29	Diphthongs oi/oy
30	Diphthongs ou/ow
31	Diphthongs au/aw
32	Contractions

Some patterns are used at multiple levels to allow for a range of words that fit the pattern, indicated with A, B, C, etc.

Spelling Scope & Sequence

2nd Grade (Level 2)

	Spelling Pattern
1	Short Vowel Review
2	Suffix -s, -es
3	Suffixes with Short Vowels (no change to base)
4	Suffixes with Short Vowels 1+1+1 (double consonant)
5	Closed Syllables (A)
6	Wild Old Words
7	Silent E
8	Special Silent E
9	Suffixes with Silent e (drop the e)
10	Open Syllables (A)
11	Open/Consonant -le Syllables
12	Closed/Consonant -le Syllables
13	Silent E Syllables (A)
14	Y as /e/
15	Suffixes with Y
16	Spellings of /ā/ (A)

	Spelling Pattern
17	Spellings of /ō/ (A)
18	Spellings of /ī/ (A)
19	Spellings of /ē/ (A)
20	Spellings of /ū/ (A)
21	Short oo (oo, ou, u)
22	Diphthongs oi/oy
23	Diphthongs ou/ow
24	Diphthongs au/aw/augh
25	Vowel Team + Diphthong Syllables A
26	Schwa Spellings
27	R-controlled Vowels
28	R-controlled Vowel Syllables (A)
29	Spellings of /ch/ (A): -ch vs. -tch
30	Spellings of /j/ (A): -ge vs. dge
31	Silent Letters (A)
32	Homophones (A)

Some patterns are used at multiple levels to allow for a range of words that fit the pattern, indicated with A, B, C, etc.



Spelling Scope & Sequence

3rd Grade (Level 3)

	Spelling Pattern
1	Short Vowels with blends/digraphs
2	Suffixes with Short Vowels: Review
3	Closed Syllables (A)
4	Open Syllables (A)
5	Consonant -le Syllables (A)
6	Silent e Syllables (A)
7	Long a Vowel Team Syllables
8	Long o Vowel Team Syllables
9	Long i Vowel Team Syllables
10	Long e Vowel Team Syllables
11	Long u Vowel Team Syllables
12	Short /oo/ Syllables
13	Diphthong Syllables: oi/oy & ou/ow
14	Diphthong Syllables: au/aw/augh
15	R-controlled Syllables: ar/or
16	R-controlled Syllables: er/ir/ur

	Spelling Pattern
17	Long R-Controlled Syllables: (-air, -are, -eer, -ear)
18	Suffixes Review
19	Plurals Review (A)
20	Plurals with F or O
21	Irregular Plurals
22	Suffixes -er/-est
23	Suffixes -er/-or
24	Spellings of /f/ (A)
25	Spellings of /sh/ (A)
26	Homophones (B)
27	Prefixes: pre-, re-
28	Prefixes: un-, dis-
29	Suffixes: -less, -ness
30	Suffixes: -ful, -ment
31	Prefixes: in-, im-
32	Suffixes: -y

Some patterns are used at multiple levels to allow for a range of words that fit the pattern, indicated with A, B, C, etc.

Spelling Scope & Sequence

4th Grade (Level 4)

	Spelling Pattern
1	Closed Syllables (A or B)
2	Open Syllables (A or B)
3	Silent e Syllables (A or B)
4	Consonant -le Syllables (A or B)
5	Vowel Team/Diphthong Syllables (A or B)
6	R-Controlled Syllables (A or B)
7	Suffixes: 2+1+1
8	Suffixes with Silent E (A or B)
9	Plurals Review (A or B)
10	Homophones (C)
11	ie. vs. ei
12	Y as /ī/ and /ē/ (End of Words)
13	Y as /ĩ/ and /ī/ (middle of words)
14	Suffixes with Y (B)
15	Suffixes -er, -or, -ist
16	Silent Letters (B)

	Spelling Pattern
17	Spellings of /s/ (A)
18	Spellings of /ch/ (B)
19	Spellings of /r/
20	Spellings of /n/
21	Spellings of /f/
22	Spellings of /g/
23	Spellings of /k/
24	Spellings of /sh/
25	Schwa Spellings: /ət/ -ite, -ate
26	Schwa Spellings: /ər/ -ure, -ture, -sure
27	Suffixes: -ion
28	Suffixes: -ly
29	Suffixes: -ible, -able
30	Roots: graph, scrib
31	Roots: Numbers & Sizes mono, uni, bi, tri
32	Roots: phon, photo

Some patterns are used at multiple levels to allow for a range of words that fit the pattern, indicated with A, B, C, etc.

Spelling Scope & Sequence

5th Grade (Level 5)

	Spelling Pattern
1	Closed Syllables (B)
2	Open Syllables (B)
3	Silent e Syllables (B)
4	Consonant -le Syllables (B)
5	Vowel Team/Diphthong Syllables (B)
6	R-Controlled Syllables (B)
7	Suffixes: 2 + 1+ 1
8	Suffixes with Silent E (B)
9	Suffixes with Y (B)
10	Plurals Review (B)
11	Homophones (D)
12	Spellings of /ā/ (B)
13	Spellings of /ē/ (B)
14	Spellings of /ī/ (B)
15	Spellings of /ō/ (B)
16	Spellings of /ū/ (B)

	Spelling Pattern
17	Schwa Spellings: beginning of words
18	Schwa Spellings: middle of words
19	Schwa Spellings /ə/: -al vs. -el
20	Spellings of /m/
21	Spellings of /j/
22	Spellings of /z/
23	Spellings of /s/ (B)
24	Suffixes: -ous and -ious
25	Prefixes: com- col, and con-
26	Suffix: -al, -ail, -ual
27	Prefixes: ab-, ad-
28	Suffixes: -ent /ant
29	Roots: Numbers/Sizes semi, centi, milli, micro, mega
30	Roots: trans/port
31	Roots: spec/vis
32	Roots: tele/ dict

Some patterns are used at multiple levels to allow for a range of words that fit the pattern, indicated with A, B, C, etc.

Long a: ai/ay

ai					_ay			
tail	wait	maid	gain	drain	pay	jay	stay	cay
raid	fail	jail	mail	pain	hay	ray	lay	may
paid	rail	bail	nail	braid	say	way	pray	bray
train	grain	snail	aim	chain	slay	bay	clay	tray
frail	faint	faith	aid	paint	sway	clay	gray	

Sail over the bay to the train.

May has a train that is frail.

Gail may wait for Faith.

The gray was by the hay.

Pay the maid to stay.

Wait for the paint and nails.

The gray tray was laid on the way to sail in the cay.

Word Ladders

start with /t/ /ā/

change /t/ to /h/

change /h/ to /j/

change /j/ to /st/

change /st/ to /sw/

remove /w/

add/nt/ at the end*

change /s/ to /p/

ay

hay

jay

stay

sway

say

saint

paint

start with /j/ / ā / /l/

change /j/ to /m/

change /m/ to /t/

change /t/ to /tr/

change /l/ to /n/

remove /n/

change /tr/ to /gr/

change /gr/ to /cl/

jail

mail

tail

trail

train

tray

gray

clay

*Remind student to check spelling of the /ā/ sound!

Dictation

Write each word and sentence as it is read aloud.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

11.

12.

Sample

Color by Sound

Color each sound in a different color.

1. wait	6. trail
2. clay	7. smith
3. prayer	8. sway
4. stain	9. drain
5. gray	10. faint

Sorting

Write each word in the correct column.

ai	_ay

Look, Say, Cover, Write, Check

Look & Say	Cover & Write	Check & Correct
fail	<div></div> <div></div> <div></div>	<input type="checkbox"/>
braid	<div></div> <div></div> <div></div>	<input type="checkbox"/>
lay	<div></div> <div></div> <div></div>	<input type="checkbox"/>
cay	<div></div> <div></div> <div></div>	<input type="checkbox"/>
play	<div></div> <div></div> <div></div>	<input type="checkbox"/>
mail	<div></div> <div></div> <div></div>	<input type="checkbox"/>
paint	<div></div> <div></div> <div></div>	<input type="checkbox"/>
pray	<div></div> <div></div> <div></div>	<input type="checkbox"/>

Word Ladders

ray

jail

Sample

Suffixes: -ly

add -ly				
ends with a consonant	earthly	kingly	hourly	clearly
	slowly	quickly	sadly	proudly
ends with silent e	lovely	barely	strangely	largely
	lonely	safely	extremely	precisely
one syllable, ends with y	shyly	slyly	dryly	wryly

2+ syllables, ends in y > no e y i				
happily	easily	clearly	freedily	busily
dreamily	crazily	cheerily	primarily	heartily

-le -ly				
bubbly	horribly	wiggly	scribbly	cuddly
giggly	crucially	wrinkly	humbly	gently

I was in amazement at how speedily he finished the race.

The kids were wiggly with excitement.

We happily decorated the tree with ornaments.

He ran quickly to catch the bus before it left.

The cat purred softly while sitting on the warm blanket.

The snail moved slowly across the garden path.

Dictation

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

11. _____

12. _____

Sample

Color by Syllable

Draw a line to divide the base word from the affix. Color each part in a different color. Label each part using the code below.

<p>p prefix</p>	<p>b base word</p>	<p>s suffix</p>
<p>1.</p> <p>earthly</p>	<p>6.</p> <p>slowly</p>	
<p>2.</p> <p>bubbly</p>	<p>7.</p> <p>quickly</p>	
<p>3.</p> <p>uneasily</p>	<p>8.</p> <p>proudly</p>	
<p>4.</p> <p>cheerily</p>	<p>9.</p> <p>unhappily</p>	
<p>5.</p> <p>dreamily</p>	<p>10.</p> <p>lovely</p>	

Find the Spelling

Circle the correct spelling				Write the word correctly
1.	clearly	clearly	clearly	
2.	wiggely	wiggly	wiggly	
3.	speedly	speedlly	speedily	
4.	proudly	proudlly	proudly	
5.	crumbly	cumbly	crumbly	
6.	cheerly	cheerly	cheerly	
7.	strangelly	strangely	strangly	
8.	sadly	sadily	sadlly	
9.	hourly	hourlly	hourily	
10.	wrinkly	wrinkely	wrinklly	

Look, Say, Cover, Write, Check

Look & Say	Cover & Write	Check & Correct
earthly		<input type="checkbox"/>
slowly		<input type="checkbox"/>
bubbly		<input type="checkbox"/>
giggly		<input type="checkbox"/>
happily		<input type="checkbox"/>
dreamily		<input type="checkbox"/>
heartily		<input type="checkbox"/>
dryly		<input type="checkbox"/>

Word Sums

Break each word into its parts.

Base Word	Change Spelling?	Suffix	
giggle	Y N	ly	= _____
gentle	Y N	ly	= _____
dry	Y N	ly	= _____
busy	Y N		= _____
speed	Y	ly	= _____
cuddle	N	ly	= _____
scribble	Y N	ly	= _____
sad	Y N	ly	= _____

Word Matrix

Make as many words as you can by adding to the base word.

un	help	s	
		ed	
		g	
		er	
		ness	ly
		ful	ness

Words