

GLOBAL  
EDITION



# Words Their Way

*Word Sorts for Syllables and Affixes Spellers*

THIRD EDITION

Francine Johnston • Marcia R. Invernizzi  
Donald R. Bear • Shane Templeton



*Word Study*

# Word Sorts for Syllables and Affixes Spellers

Third Edition

Global Edition

Francine Johnston

University of North Carolina, Greensboro,  
Associate Professor Emerita

Marcia R. Invernizzi

University of Virginia, Professor

Donald R. Bear

Iowa State University, Professor Emeritus

Shane Templeton

University of Nevada, Reno, Professor Emeritus



Pearson

**Product Management:** Yajnaseni Das, Punita Kaur Mann, and Daniel J.N. Luiz

**Product Marketing:** Joanne Dieguez

**Content Production:** Vamanan Namboodiri, Sonam Arora

**Rights and Permissions:** Anjali Singh and Ashish Vyas

Please contact <https://support.pearson.com/getsupport/s/contactsupport> with any queries on this content.

Cover Art: noppawan09/Shutterstock

*Pearson Education Limited*

KAO Two

KAO Park

Hockham Way

Harlow

Essex

CM17 9SR

United Kingdom

and Associated Companies throughout the world

Visit us on the World Wide Web at: [www.pearson.com](http://www.pearson.com)

© Pearson Education Limited, 2024

The rights of Francine Johnston, Marcia R. Invernizzi, Donald R. Bear and Shane Templeton to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

*Authorized adaptation from the United States edition, entitled Word Sorts for Syllables and Affixes Spellers, 3rd edition, ISBN 978-0-13-453071-0, by Francine Johnston, Marcia R. Invernizzi, Donald R. Bear and Shane Templeton, published by Pearson Education © 2018.*

Acknowledgments of third-party content appear on the appropriate page within the text, which constitutes an extension of this copyright page.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

PEARSON, ALWAYS LEARNING, and MYLAB are exclusive trademarks owned by Pearson Education, Inc. or its affiliates in the U.S. and/or other countries.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit [www.pearsoned.com/permissions/](http://www.pearsoned.com/permissions/).

ISBN 10: 1-292-22309-X

ISBN 13: 978-1-292-22309-4

**British Library Cataloguing-in-Publication Data**

A catalogue record for this book is available from the British Library

1

Typeset in Palatino LT Pro by iEnergizer Aptara<sup>®</sup>, Ltd.

Printed and bound by

# Contents

## Overview 5

## Sorts for Early Syllables and Affixes

### UNIT I Inflected Endings (-ing, -ed, -s, -es) 15

---

- Notes for the Teacher 15
- Unit Spell Check 1A Pretest for Inflected Endings 16
- Unit Spell Check 1B Posttest for Inflected Endings 16
- Sort 1 Review of Vowel Patterns in One-Syllable Words 18
- Sort 2 Adding -ING to Words with CVC and CVCC Patterns 20
- Sort 3 Adding -ING to Words with CVCe and CVVC Patterns 22
- Sort 4 Review of Double, E-Drop and Nothing 24
- Sort 5 Adding -ED to Words 27
- Sort 5A Double, E-Drop and Nothing 29
- Sort 6 Irregular Verbs 30
- Sort 7 Plural Endings: Adding -ES 33
- Sort 7A Plural Endings for Words Ending in -O 35
- Sort 8 Unusual Plurals 37
- Sort 8A More Unusual Plurals 39
- Sort 9 Y + Inflected Endings 41

### UNIT II Compound Words 43

---

- Notes for the Teacher 43
- Sort 10 Compound Words 44
- Sort 11 More Compound Words 46
- Sort 12 Abstract Compound Words 48

## Sorts for Middle Syllables and Affixes

### UNIT III Syllable Juncture 51

---

- Notes for the Teacher 51
- Unit Spell Check 3 Assessment for Syllable Juncture Patterns 53
- Sort 13 Syllable Juncture in VCV and VCCV Patterns 55
- Sort 14 More Syllable Juncture in VCV and VCCV Patterns 58
- Sort 15 Syllable Juncture in VCV and VVCV Patterns 60
- Sort 16 Syllable Juncture in VCCCV and VV Patterns 63
- Sort 17 Open and Closed Syllables and Inflected Endings 65

### UNIT IV Long-Vowel Patterns in Accented Syllables 69

---

- Notes for the Teacher 69
- Unit Spell Check 4 Assessment for Long-Vowel Patterns in Accented Syllables 70
- Sort 18 Long A Patterns in Accented Syllables 71
- Sort 19 Long I Patterns in Accented Syllables 74
- Sort 20 Long O Patterns in Accented Syllables 77
- Sort 21 Long U Patterns in Accented Syllables 79
- Sort 21A Long /OO/ Sounds in Accented Syllables 81
- Sort 22 Long E Patterns in Accented Syllables 83
- Sort 23 Review of Long-Vowel Patterns in Accented Syllables 85

**UNIT V Other Vowel Patterns in Accented Syllables 89**

---

- Notes for the Teacher 89
- Unit Spell Check 5 Assessment for *R*-Influenced and Ambiguous Vowels in Accented Syllables 90
- Sort 24 *OY/OI* and *OU/OW* in Accented Syllables 91
- Sort 25 *AU, AW* and *AL* in Accented Syllables 94
- Sort 26 *R*-Influenced *A* in Accented Syllables 96
- Sort 27 *R*-Influenced *O* in Accented Syllables 98
- Sort 28 Words with the *W* or */W/* Sound Before the Vowel 100
- Sort 29 *ER, IR* and *UR* in Accented Syllables 102
- Sort 30 *URE, EAR* and *ERE* in Accented Syllables 104

**UNIT VI Unaccented Syllables 107**

---

- Notes for the Teacher 107
- Unit Spell Check 6 Assessment for Unaccented Syllables 108
- Sort 31 Unaccented Final Syllable (*-LE*) 109
- Sort 32 Unaccented Final Syllable (*-LE, -EL, -IL, -AL*) 111
- Sort 33 Unaccented Final Syllable (*-ER, -OR, -OUR, -AR*) 113
- Sort 34 Agents and Comparatives 115
- Sort 35 Unaccented Final Syllables (*/CHUR/* and */ZHUR/*) 117
- Sort 36 Unaccented Final Syllables (*-EN, -ON, -AIN, -IN, -AN*) 120
- Sort 37 Unaccented Final Syllables (*-ET, -IT, -ATE*) 122
- Sort 38 Final *-Y, -EY* and *-IE* 124
- Sort 39 *Y* + Inflected Endings 126
- Sort 40 Unaccented Initial Syllables (*A-, DE-, BE-*) 128

**UNIT VII Exploring Consonants 131**

---

- Notes for the Teacher 131
- Unit Spell Check 7 Assessment for Consonants 132
- Sort 41 Initial Hard and Soft *G* and *C* 133
- Sort 42 *S* and Soft *C* and *G* in the Final Syllable 136
- Sort 43 More Words with *G* 138
- Sort 44 The Sound of *K* Spelled *CK, IC* and *X* 140
- Sort 45 Spellings with *QU* 142
- Sort 46 Words with Silent Consonants 144
- Sort 47 Words with *GH* and *PH* 146

**Sorts for Late Syllables and Affixes**

**UNIT VIII Affixes 149**

---

- Notes for the Teacher 149
- Unit Spell Check 8 Assessment for Prefixes 150
- Sort 48 Prefixes (*RE-, UN-*) 153
- Sort 49 Prefixes (*DIS-, MIS-, PRE-*) 155
- Sort 50 Prefixes (*NON-, IN-, FORE-*) 157
- Sort 51 Prefixes (*UNI-, BI-, TRI-* and Other Numbers) 159
- Sort 52 Suffixes (*-Y, -LY*) 161
- Sort 53 Comparatives (*-ER, -EST*) 164
- Sort 54 Suffixes (*-NESS, -FUL* and *-LESS*) 166

**UNIT IX Miscellaneous Sorts 169**

---

- Notes for the Teacher 169
- Sort 55 Advanced Compound Words 170
- Sort 56 Homophones 172
- Sort 57 Homographs 174
- Sort 58 *I* Before *E* Except After *C* 178

**Appendix 181**

# OVERVIEW

**W**ord Sorts for Syllables and Affixes Spellers is a companion volume to the core text *Word Study for Phonics, Vocabulary and Spelling Instruction*. The core text supplies the theory and research that underlie the curriculum laid out in these companions, and it is important that teachers have this text available for reference. This book provides prepared reproducible sorts and step-by-step directions for guiding students through sorting lessons. There are organisation tips as well as follow-up activities to extend the lesson through weekly routines.

The collection of sorts in this book is designed for students in the syllables and affixes stage of development—students who are usually in the upper elementary grades and middle school (grades 3 through 8). Students who spell most one-syllable words correctly have the foundational knowledge needed to spell the base words to which affixes (both suffixes and prefixes) will be added. They will also be ready to look for familiar vowel patterns in two- and three-syllable words. It is important that students not begin the sorts in this collection until they have a firm foundation in vowel patterns within one-syllable words. To figure out exactly where individual students should start, you need to administer one of the spelling inventories described in Chapter 2 of *Word Study*.

Word study as we describe it is analytic. Students examine words they already know how to read, and sometimes even spell, as a way to develop generalisations about how the spelling system works. This in turn enables them to decode and analyse unfamiliar words they encounter in reading and to master the spelling of similar words. For this reason, we do not recommend that you give a pretest and then eliminate all the correctly spelled words from the weekly routines and the final assessment. Known words provide important reference points for the student who is using but confusing the spelling feature of interest. In this way, we help students work from the known to the unknown

through the scaffolding process to arrive at conclusions that will help them as readers and spellers. However, you may want to use pretests at times to determine if students are appropriately placed in the word study sequence. Students are expected to spell between 50% and 75% of the words correctly on the pretest if the words and features are at their instructional level.

## SCOPE AND SEQUENCE OF THIS BOOK

The third edition of *Word Sorts for Syllables and Affixes Spellers* includes 64 sorts and is divided into nine units with 1,400 words. First, students will learn how to add inflected endings (*-ed*, *-ing*, *-s*) to words using the ‘double, drop or nothing’ rule. Two-syllable words will be introduced through compound words, and then students will study the pattern of vowels and consonants at the place where syllables meet. We call these *syllable juncture patterns*. Next, the long-vowel patterns that students studied in the within word pattern stage will be reviewed in the stressed or accented syllable of two-syllable words. In a similar fashion, *r*-influenced and ambiguous vowels (e.g., *oy*, *ou*, *au* and *aw*) will also be reexamined in two-syllable words. After studying stressed syllables, students will look at the unstressed syllables that occur most commonly at the end of two-syllable words (e.g., *-el* or *-le*).

You may be familiar with and prefer the term *syllable types*, which is another way of describing how individual syllables are spelled. There are six syllable types: (1) closed—the syllable is ‘closed’ with a consonant, usually though not always indicating a short-vowel sound as in *pan* or *panic*; (2) open—the syllable is ‘open’ because it ends with a long-vowel sound as in *me* or *o-pen*; (3) vowel-consonant-*e* as in *make* or *bite*; (4) vowel team as in *team* or *cloud*; (5) *r*-controlled as in *mark* or *north*; (6) final stable syllable—this includes

the frequent ‘consonant-*le*’ pattern (*table, cycle, buckle*) as well as other common, final, unaccented syllables (*nation, creature, label*). All but the final syllable type are already familiar to students who have completed the sorts in the within word pattern stage. Talking about syllable types may be more helpful in Unit V than trying to apply knowledge of syllable juncture patterns.

Later sorts cover some of the unusual consonant sounds and spellings, such as hard and soft *g* and *c*, *k*, *qu* and silent consonants. The final sorts introduce words with common prefixes (*re-*, *un-*, *dis-*, *pre-*, etc.) and suffixes (*-y*, *-ly*, *-ness*, *-ful*, etc.) that affect the meaning and usage of words in straightforward ways. The study of syllables and affixes anticipates the more complex Greek and Latin roots and affixes that are explored extensively in the derivational relations stage. This collection of sorts ends with a look at homophones and homographs. (**Note:** As part of your vocabulary instruction, you may wish to address some of the roots in the earlier sorts in the Derivational Relations supplement. Students should not be expected, however, to spell correctly all of the words used to illustrate these roots.)

The sorts in this collection present about 24 words each week, a larger number than many spelling programs, but they are grouped by spelling features that make them memorable. The words have been selected according to their frequency of occurrence in reading materials for the elementary grades as well as their potential for developing generalisations about the spelling system. Students are expected to spell the 24 words in the sort and understand the spelling principles that the sorts reveal. Plenty of words are needed to discover generalisations and to compare patterns and features. If you feel that 24 words are too many, however, you can, in most cases, reduce the number by simply cutting off the last row of words. However, we believe that if students are appropriately placed, work with the words throughout the week and use the routines we recommend, 24 words are not too many, especially when they are grouped by spelling features. As mentioned above, if students are properly placed in the word study curriculum, they should already be able to spell many of the words, so they will not be learning 24 completely new words in each lesson.

## RESOURCES AND ORGANISATION TIPS

Each unit begins with a section called Notes for the Teacher, which provides placement guidelines and background information about the features of study.

The section describes extension activities, and it includes a unit spell check that can be used as pre- or posttest. Each lesson offers suggestions to guide the lesson with questions that engage students in critical thinking and reflection. Sorts can be introduced in a number of ways, and the way you choose depends on your own teaching style as well as the experience of your students. Many of the sorts in this book are set up as teacher-directed sorts with the categories already established with headers and key words. These sorts work well when you are introducing a new unit or if you feel that your students need more explicit modelling and explanation. However, if you wish to make word sorting into more of a constructive process in which students discover the categories, you can cut off the headers before distributing the word sheets and use student-centred sorts to engage students in more active thinking.

Sorting is an essential instructional routine even for students in the upper grades who still enjoy the opportunity to manipulate words as they look for patterns and relationships among them. Word sorts are presented here as blackline masters that can be reproduced for every student to cut apart and use for sorting. Enlarge these about 10% before making multiple copies to reduce cutting and waste. Prepare your own set of words for modelling on a tabletop, pocket chart or projector, enlarging them as needed. Some teachers create sorts to be used on interactive whiteboards, tablets and other digital equipment. Teachers often share these resources, but be aware of copyright laws that prohibit making sorts available electronically to unauthorised users. Any teacher using these sorts should own a copy of this book.

It is important that students sort their own words several times throughout the week or during the lesson time frame. We recommend that the cutting of the sort for the week occur during noninstructional time, such as during the daily arrival routines of hanging up jackets and attendance. Some teachers hand out individual sorts after the introductory lesson to be cut apart back at student desks. Students should be directed to personalise their word cards before cutting. They might write their initials on the back of each word, but the quickest way to personalise the sort is to draw three coloured lines down the back of the handout. Each student should be assigned a different colour of crayon to draw a line through the middle of each column. If you need more colours, simply combine two (such as blue and orange). Thus, when words end up on the floor (and they certainly will), they can be identified and returned to the owner.

Words can be stored each week in plastic bags or envelopes for repeated sorting and can be taken home for additional practice.

## Digital Resources

A number of digital resources can be found at the Word Study companion website. You can use the Sorts tool to create new sorts or a digital version of the sorts in this book by selecting pictures or typing in words. The sorts can be saved and used by students for practise. Students enjoy timing themselves, and you can set an accuracy level and speed that you want them to achieve in their sorting. The games and sorts on the Word Study companion website designed for this stage can be downloaded and printed to use. Spelling inventories can be administered live and are automatically scored. Paper assessments can also be automatically scored.

## PLACEMENT

*Word Sorts for Syllables and Affixes Spellers*, Third Edition, contains nine units of study that are grouped by early, middle and late designations in the table of contents. Following are general guidelines for placing students using the inventory results.

**Early syllables and affixes spellers** know how to spell both long vowels and other vowels in single-syllable words on the Elementary Spelling Inventory (ESI) or the Upper Level Spelling Inventory (USI) but will make two or more errors when spelling inflected endings. They are ready to explore in depth the generalisations that govern when to drop a final *e* or double the final consonant before *-ed* and *-ing*. If students are still missing two or more features under vowels or complex consonants, they will benefit from the sorts for late within word spellers offered in *Word Sorts for Within Word Pattern Spellers*.

**Middle syllables and affixes spellers** spell inflected endings correctly on either the ESI or the USI, but they make mistakes under syllable juncture and unaccented final syllables. They are ready to examine vowel patterns in two-syllable words, issues of syllable juncture, and accented and unaccented syllables.

**Late syllables and affixes spellers** spell most words correctly under syllable juncture and unaccented final syllables (missing no more than two) and are transitioning into the derivational relations stage,

spelling many affixes (prefixes and suffixes) correctly. They will benefit from the study of the most common prefixes and suffixes in words that are easier in terms of spelling and meaning than the prefix sorts in the next supplement, *Word Sorts for Derivational Relations Spellers*.

## ONGOING ASSESSMENT

### Pre- and Posttesting with Unit Spell Checks

Most units in this book contain spell checks that can be used as pretests to gather more in-depth information about features and to place students more accurately. For example, you might give the spell check in Unit I to students who are in the early syllables and affixes stage to determine if they can spell words with inflected endings. If students spell 90% on a spell check correctly, then you can safely move on to the next feature. If students spell between 50% and 75% of the words correctly on the pretest, then the words and features are at their instructional level and they will benefit from completing all the sorts in the unit. This leaves a grey area between 75% and 90% that requires teacher judgement. Consider factors such as your own observations, the nature of the sorts and grouping dynamics. It is not always possible to place students exactly where they need to be and still have a manageable number of groups. (We recommend three or four groups at most.) If students score less than 50%, earlier features generally should be studied first.

Ideally students will score at least 90% when the unit spell check is given as a posttest. If they do not, consider the errors students make. Some reteaching might be needed, or you might let students advance to the next unit while observing to see how well they perform. Sometimes the next unit will provide review, in which case moving students on, even with scores less than 90%, is advised so that they do not 'stagnate' on certain features. It is especially important to set a steady pace with students who are struggling and below grade level in order to let them catch up and supply them with the skills they need to succeed.

### Goal-Setting Record Forms

We have provided a form on the next page (see Figure 1) that teachers and students can use to monitor progress. There is a place for pretest and

**FIGURE 1** Syllables and Affixes Speller Goals

Student	Teacher				Date		
	Unit Spell Checks	Sorts and Features	Weekly Tests	Sorts and Features	Weekly Tests	Sorts and Features	Weekly Tests
<b>UNIT I</b> Inflected Endings	Pretest date	2. adding <i>-ing</i> : double		3. adding <i>-ing</i> : double and e-drop		4. review	
	Posttest date	5. adding <i>-ed</i>		6. unusual past tense		7. adding <i>-es</i>	
		8. unusual plurals		9. <i>y</i> + inflected endings			
<b>UNIT III</b> Syllable Juncture	Pretest date	13. VCV and VCCV		14. VCV and VCCV		15. VCV and VVCV	
	Posttest date	16. VCCCV and VV		17. open and closed syllables + endings			
<b>UNIT IV</b> Long-Vowel Patterns in Accented Syllables	Pretest date	18. long <i>a</i> patterns		19. long <i>i</i> patterns		20. long <i>o</i> patterns	
	Posttest date	21. long <i>u</i> patterns		22. long <i>e</i> patterns		23. review	
<b>UNIT V</b> Other Vowel Patterns in Accented Syllables	Pretest date	24. <i>oy/oi</i> and <i>ou/ow</i>		25. <i>au, aw</i> and <i>al</i>		26. <i>r</i> -influenced <i>a</i>	
	Posttest date	27. <i>r</i> -influenced <i>o</i>		28. <i>w</i> or <i>/w/</i> before vowel		29. <i>er, ir, ur</i>	
		30. <i>ure, ear, and eer</i>					
<b>UNIT VI</b> Unaccented Syllables	Pretest date	31. <i>le</i>		32. <i>le, el, il, al</i>		33. <i>er, ar, or, our</i>	
	Posttest date	34. agents and comparatives		35. ( <i>/chur/</i> and <i>/zhur/</i> )		36. <i>en, on, ain, in, an</i>	
		37. <i>et, it, ate</i>		38. final <i>-y, -ey</i> and <i>-ie</i>		39. <i>y</i> + inflected endings	
		40. <i>a-, de-, be-</i>					
<b>UNIT VII</b> Exploring Consonants	Pretest date	41. initial <i>g</i> and <i>c</i>		42. final <i>c</i> and <i>g</i>		43. more words with <i>g</i>	
	Posttest date	44. <i>/k/</i> spelled <i>ck, ic</i> and <i>x</i>		45. <i>gu</i>		46. silent consonants	
		47. <i>gh</i> and <i>ph</i>					
<b>Unit VIII</b> Affixes	Pretest date	48. <i>re-</i> and <i>un-</i>		49. <i>dis-, mis-</i> and <i>pre-</i>		50. <i>non-, in-</i> and <i>fore-</i>	
	Posttest date	51. number prefixes		52. <i>-y</i> and <i>-ly</i>		53. <i>-er</i> and <i>-est</i>	
		54. <i>-ness, -full</i> and <i>-less</i>					

posttest scores from the unit spell checks, places to record weekly assessment scores and a list of sorts and features that can be checked off.

Students can chart their own progress on weekly assessments and spell checks. This can be very motivating and encourages students to be responsible for their own learning. Students who are struggling in spelling may feel overwhelmed with all they need to learn, but defining a set of limited goals can be helpful. We recommend that you meet with these students individually and share the results of the unit spell check given as a pretest. Then identify the goals for the unit stated in the first column, or more specific goals such as completing just one or two sorts if you are setting a faster pace. Each week, students can record their weekly test scores. You may need to do this together for a few weeks until students are familiar with the form. At the end of a unit, they can take the unit spell check as a posttest to see the progress they have made. The form can be stapled or pasted into students' word study notebooks.

Teachers may keep their own copy of a form for each student and use it in a similar fashion.

We recommend that you check off the features mastered on the pretest using one colour of pen or pencil as a way to identify the features that need to be studied. The posttest results can be checked off in another colour. This will make it easier to analyse the pretest results if you are trying to determine whether or not students need to complete the entire unit or skip some sorts for a faster pace.

## PACING

The series of lessons in this book are designed for an introductory pace. With 64 lessons, these sorts will take about two school years to complete, typically beginning in third grade and extending into fourth and even fifth grade. We supply a pacing guide in Figure 2 to help you make decisions based on assessments and knowledge about your students. We do offer one caveat: When students are far behind their peers (perhaps scoring in the early syllable and affixes stage in fifth or sixth grade), it is important to use a moderate or even advanced pace to move them along as quickly as possible.

**FIGURE 2** Pacing Guide for the Syllables and Affixes Stage

	Introductory Pace	Moderate Pace	Advanced Pace*
UNIT I Inflected Endings	Sort 1 is optional. Complete Sorts 2–9.	Skip Sorts 1–3 and 7.	Complete Sorts 4, 5 and 9.
UNIT II Compound Words	Complete Sorts 10–13.	Do one or two sorts.	Unit II is optional.
UNIT III Syllable Juncture	Complete Sorts 13–17.	Skip Sort 13.	Use Sort 17 to review open and closed syllables.
UNIT IV Long-Vowel Patterns in Accented Syllables	Complete Sorts 18–23.	Assess to determine what lessons are needed. Review with Sort 23.	Review with Sort 23.
UNIT V Other Vowel Patterns in Accented Syllables	Complete Sorts 24–30.	Complete all the sorts.	Assess to determine what lessons are needed.
UNIT VI Unaccented Syllables	Complete Sorts 31–40.	Complete all the sorts.	Assess to determine what lessons are needed.
UNIT VII Exploring Consonants	Complete all the sorts.	Complete all the sorts.	Complete all the sorts.
UNIT VIII Affixes	Complete all the sorts.	Optional sorts: Use to introduce affixes with easier vocabulary.	Skip these sorts and go on to the derivational relations sorts.
UNIT IX Miscellaneous Sorts	Sort 55 is optional. Complete Sorts 56–58.	Sort 55 is optional. Complete Sorts 56–58.	Optional, but Sort 58 is recommended.

\*Use unit spell checks to determine what sorts students need.

After introducing a sort, you should spend about a week using routines that encourage students to practice for mastery. If your students seem to be catching on quickly, you can increase the pace by spending fewer days on a sort or you may skip some sorts altogether. On the other hand, you may need to slow down and perhaps even create additional sorts for some students using the blank template in the appendix to this book. Additional words are included for most sorts to provide more practice or to challenge students with a more developed reading vocabulary. Although these sorts are arranged in a sequence that builds on earlier understandings, there may be a few cases in which you decide to use the sorts out of order. Some of the prefix sorts, for example, can be used earlier than what we present here. Additional sorts and words may be found in the appendix to *Word Study* as well as online at the Word Study companion website.

## WORD STUDY ROUTINES FOR SYLLABLES AND AFFIXES SPELLERS

In most classrooms, students work with their words over the course of a week to ensure that they have the practice necessary to learn generalisations and secure words in memory. Standard routines usually begin with the introduction to the sort on Monday, re-sorting and follow-up activities scheduled throughout the week and an assessment on Friday. In addition, there are other activities that we describe as ‘optional’. These optional activities vary depending on teacher preference, time available and the nature of the sort itself. Throughout this book, you will find suggestions for specific extensions depending on the sort. Word study notebooks are a convenient way to organise student work. Schedules, routines and activities are described in detail in Chapter 3 of *Word Study*.

### Standard Lesson Routines

Generalisations are stated for each sort as a guide for teachers. Do *not* begin a lesson by stating the generalisation for the students! Instead, use the sort and suggested discussion questions to help students tell you generalisations in their own words. Word study is about guiding students to make discoveries about words that they can then generalise to other words. Telling students what they need to know robs them of the opportunity to discover it on their own.

**Exploring Meaning:** For many lessons, we have listed words whose meaning should be discussed either before sorting or after sorting (if students begin by sorting independently). Some of these may be unfamiliar to students (e.g., *perplex*) or may have multiple meanings (e.g., *quiver*). Invite student input and be ready to supply student-friendly definitions, illustrations or sentences to support understanding. Small drawings and short definitions could be added to the word cards by the students themselves to help establish meaning.

Dictionary practice is important, and word study lessons offer many chances to extend students’ dictionary skills during the syllables and affixes stage. Dictionaries should be grade appropriate. One we recommend is the *American Heritage Children’s Dictionary* with students in grades 3 to 6. Despite the ease of using digital dictionaries, begin with paper dictionaries, which are often colourful and appealing. Start by modelling how to look up and interpret dictionary entries for a few words as part of the introductory lesson. Then begin to ask for volunteers to look up just one word in a dictionary in advance of the lesson to later report to the group. Keep these discussions of word meanings brief, but revisit word meanings on other days and assign tasks like using words in sentences or illustrating them as word study notebook activities: *Write a sentence about something that has recently perplexed you. Draw a picture of the quiver you’d carry and one that shows something that would make you quiver.*

**Reading Through the Words:** Students cannot successfully sort words they cannot read, so review the words quickly before sorting in the group. If there are one or two words that prove difficult to read, set them aside during the initial sort. Bring them back after students have reached some conclusions and use them to apply the generalisation in figuring out the new word. For example, students might stumble on reading the unfamiliar word *tranquil*, but after examining how *qu* works in the familiar words *request*, *equal* and *frequent*, they will then be able to decode it.

**Sorting:** Students will benefit from small-group lessons during which they have a chance to sort the words and talk about what they can learn from the sort. When you are introducing students to sorting, or when you are introducing a new feature or a challenging sort, we recommend a **teacher-directed sort** that begins with modelling and collaborative sorting. However, once students are familiar with sorting and with categories, we recommend an

**open sort** that students do independently. In an open sort, cut the headers off the handouts (but keep them to use later) to get the most thinking from your students. They will enjoy the challenge of figuring out the categories for themselves. Just be sure to schedule time later to talk about word meanings, review the headers and reflect on the sort. Suggestions for introducing specific sorts will be offered in the units that follow. Read about different levels of support in Chapter 3 of *Word Study*.

**Checking:** After sorting, check the sort by reading words aloud in each category, using eyes and ears to be sure that the words are placed correctly. Students should then be asked to analyse the words in each category and identify common features. They should identify the oddballs and explain why they do not fit into the established categories.

**Reflections and Developing a Generalisation:** Word study offers a chance to engage students in active thinking. Simply sorting words correctly is not the goal. Sorts are designed to reveal generalisations about how words work, and the reflection part of the lesson should involve students in sharing observations and reaching conclusions through open-ended questions. As noted earlier, do not start a lesson by stating the generalisation; instead, ask: *What do you notice about these words?* Conclude with *What did we learn from this sort to help us as readers and spellers?* and encourage lots of ideas by probing with *Tell us more* or *What else did you notice?* Help students shape their ideas into a generalisation. At first you should model this and record it for them, but gradually turn over more responsibility to students. Writing their own generalisation or reflection can be part of the writing sort described below.

## Recommended Follow-up Routines to Extend the Sort

**Repeated Work with the Sort:** Make a copy of the sort for students to cut apart so they can work individually with the featured words multiple times after the sort has been discussed in the group. Extra sorting and other activities can also be done for homework. A special homework form is supplied in the appendix to this book.

**Recording Sorts and Reflection in Word Study Notebooks:** Students record their word sorts by writing them into columns under the

headers or key words established in the group sort. The multisensory and kinesthetic aspects of writing help secure the spelling of words in memory; at the same time, students must make decisions about the correct categories. The written record provides a 'home base' for the other weekly routines and homework assignments. At the bottom of the writing sort, have your students reflect on what they learned by stating a generalisation in their own words. At first you need to model this as part of the word study lesson, but gradually make students responsible for writing their own and add it to the checklist of expectations for the word study notebook.

**Blind Sorts and Blind Writing Sorts:** A blind sort should be done only after students have had a chance to practice a word sort several times. Model these sorts first as a group activity, and then assign students to work with a partner. Begin by laying down headers or key words. Students work with a partner who calls out a word without showing it. The student points to where the word should go, and the partner lays down the word card to check its spelling against the key word. In a blind writing sort, headers are written at the top of a sheet of paper. The student then writes the words in the correct column as they are called aloud. After the word has been written, the partner calling the words immediately shows the word card to check for correctness. When there are homophones in a sort, the student calling the words must provide a definition. Blind sorts require students to think about words by sound, pattern and sometimes meaning, and to use the key words as models for analogy. They are a great way to practice for spelling tests and can be done as a group activity or assigned for homework. Blind sorts are not appropriate for some features (such as prefixes) where the category is obvious just from the sound of the word.

**Word Hunts:** Students should look for words in their reading materials that mirror the featured sound or pattern. These words should then be added to the proper column in their word study notebook. Take time to talk with students about the words they found. Did certain patterns turn up more than others? Could any oddballs be sorted into their own category? You may want to create posters or displays of the words students discover for each category and ask students to reflect on the results. Students can continue to add to these posters over time to continually be thinking about the features.

**Assessment:** To assess students' mastery, ask them to spell the words using a traditional end-of-the-week spelling test format. You need to call out only 10 to 12 of the words instead of the whole list to save time if you have multiple groups. To check for application of generalisations, you can sometimes call out several words students have not studied (see the list of additional words provided for each sort). Occasionally, you may wish to alternate the traditional format with a 'sorting' format in which students write the called-out word under the appropriate key or header word. Chapter 3 of *Word Study* has forms you can adapt to assess the activities that students complete during the week as well as how they apply their new learning when they write. Also consider assessing students' ability to state generalisations.

When students are placed appropriately in the word study sequence and have adequate time to work with the words during the week, you should see scores of 90% or better on a weekly assessment. If this is not the case, you should first consider whether students are doing something productive with their words every day in school and perhaps at home to master the words and one or more generalisations. You might also reexamine the students' inventory results to determine if they have been placed properly. Some students may need to work on easier features first.

## Optional Extensions

**Speed Sorts:** Repeated and/or timed speed sorts help students internalise spelling patterns and become automatic in recognising them. After setting up headers, students are timed as they sort their words into categories. After obtaining a baseline speed one day, students repeat the sort several times and try to beat their own time on another day. Many teachers find they can do a speed sort as a quick whole-class activity even though students have different sets of words. Students can also work in pairs using a stopwatch.

**Illustrate or Use the Words in Context:** Students may be asked to select some words to illustrate or to use some of them (not *all* of them) in sentences to demonstrate the meaning of the words. This is especially valuable for words with multiple meanings and with homophones and homographs. You will need to lay down some expectations regarding the detail in these drawings.

Also, you will need to model how to turn simple sentences into more elaborate ones whose context shows the meanings of the words. For example, show students how they can turn the simple sentence, *I saw a rabbit*, into a more elaborate version, such as *I saw a small brown rabbit hopping through the forest*. Asking questions such as *What kind of rabbit?* or *Where did you see it?* can prompt more elaborate sentences.

**Apply Spelling Generalisations:** New to this edition are ideas about how to help students apply the generalisations as they develop decoding and spelling strategies. For most sorts, there are additional words that students can be asked to read or spell and then asked to justify their efforts. Spelling strategies that students should develop include:

1. Think of sound and possible spelling patterns. (Two-syllable words have many of the same vowel patterns as one-syllable words.)
2. Try more than one vowel pattern to see which one looks familiar or looks right. (Is it *showted* or *shouted*?)
3. Use analogy or a rhyming word. (If you can spell *yellow*, it can help you spell *fellow*.)
4. Think about the position of the vowel sound. (*Oy* is used at the end of a word or syllable rather than *oi*.)
5. Think of the base word and how it might change before adding suffixes (*skimmed* is *skim* + *m* + *ed*).
6. Use a best guess or frequency. (When a short vowel is heard in the first syllable, it is usually followed by two consonants.)

Students (and teachers) may experience some frustration in finding and applying generalisations for some sorts. The answer is not always simple and, to master English, sometimes spellings just have to be memorised. However, thinking about possible patterns for a vowel sound, syllable juncture, frequency and position will help students narrow the possibilities.

**Alternative Sorts:** To encourage flexible thinking, ask students occasionally to sort their weekly words in different ways besides the targeted categories. Possibilities include parts of speech, alphabetical order, rhyming words, homophone pairs and words with silent vowels or silent consonants. Occasionally, ask students to think of their own categories.

## A NOTE ON THE GLOBAL EDITION

There are differences in English between English-speaking countries. In addition, many English-speaking countries have various dialects of spoken English within that country. This Global Edition acknowledges and addresses the differences between American and International pronunciation through supplementary teaching notes as well as word sorts for the rigorous Australian Curriculum: English.

### The Australian Curriculum: English

One of the key features of *Word Study* is that spelling stages are not tied to year levels, so a teacher can have a class with students working at each of the spelling stages. The program is so successful because it caters for differentiation in the classroom and gives all students practical strategies to improve their spelling.

Spelling is a part of Australian Curriculum: English in the Literacy strand under the sub-strand of Phonic and word knowledge. The achievement standards are related to receptive modes (listening, reading and viewing) and productive modes (speaking, writing and creating).

*Word Sorts for Syllables and Affixes Spellers* successfully covers the Australian Curriculum: English content descriptions for years 2–5, and thus few changes have been needed to provide additional Australian Curriculum links. The Australian Curriculum: English descriptions for this stage include suffixes and prefixes, compound words and letter combinations such as double letters that occur where two syllables join. Word families are revisited in the context of two-syllable words and issues of pronunciation are covered when dealing with accented and unaccented syllables.

### An Australian Standard for Spelling

English, like many languages, is constantly evolving. New words are created, old words take on new meanings and words are ‘borrowed’ and absorbed from other languages. Many of these words eventually make it into the dictionary, where meanings are clarified and a standard set for spellings. In this Global Edition, the *Macquarie Dictionary* was used

as the acceptable spelling standard for words. Note, however, that while the spelling of some word endings such as *-ize* (*civilize*) and *-or* (*favor*) are accepted in the *Macquarie Dictionary*, the common Australian usage is *-ise* (*civilise*) and *-our* (*favour*) and these are the spellings used in this supplement.

### The Schwa

In most two-syllable words, one of the syllables in the word is not stressed. This is called the unaccented syllable. The schwa sound is used to describe the vowel sound of the unaccented syllable and is sometimes signified by the pronunciation of /uh/ and represented by the symbol ə. The schwa sound can be heard when we say /en/ at the end of chicken, and /ar/ at the end of sugar. There is a limit to the letter patterns that make the schwa sound. Understanding these letter patterns can help with spelling when a word cannot be broken into sounds easily.

### Syllabification

Students’ knowledge is extended from the Within Word Spelling Pattern stage, where students were taught the structure of a syllable in a one-syllable word. Students explore syllable junctures (what happens when two syllables join) and how to recognise and deal with accented and unaccented syllables.

### Morphographs

A morphograph is the smallest unit of meaning in a word. In the case of a one-syllable word, it could be the whole word such as *run*. There are two morphographs in *running*—*run* and *ing*. In the Syllables and Affixes stage, morphographs refer to the suffixes and prefixes that occur in two-syllable words.

### High-Frequency Words

The Australian Curriculum: English has a strong emphasis on the teaching of high-frequency words. High-frequency words have been identified with an asterisk (\*) in the word sort answer grids. The source for these lists is Fry’s 300 Instant Sight Words, adopted by the *Word Study* program.

## ENGLISH LEARNERS

Students whose spelling inventory results place them in the syllables and affixes stage of spelling have mastered many of the basic letter–sound correspondences and spelling patterns of English. However, certain features may pose confusion for English learners. For example, double letters, as in *traffic*, are very common in English but not in other languages like Spanish (e.g., *trafico*). Verb forms such as *-ed* and *-ing* as well as plurals and comparatives (*-er* and *-est*) may need to be mastered orally along with the spelling. Compounding words (*light-headed*, *backward*) and adding affixes to base words (*unhappily*) are common in English but may be rare in some languages. The explicit study of these features and words will be important in helping English learners master English spelling but will also boost both vocabulary and grammar.

Some words in these sorts are likely to be new vocabulary words to English learners, so pay special attention to building knowledge of word meanings and begin the sort with the most familiar words. Because the focus is on the spelling features in most sorts, a full knowledge of all words is not essential, but choose a few words to introduce at any given session and discuss the meaning of additional words each day. There should be many opportunities to use the words in speech and writing.

Students can draw on their other language(s) to learn about the words they do not know. Ask English learners to think of related words, including cognates, in their primary languages. For example, Spanish speakers can see that *adhere* and *adherirse* are cognates. Create a chart of the words that students share, and help students to generate related

words and phrases. The websites Onelook and Visuwords may be a helpful source for phrases.

In many cases, pronunciation may be as challenging for English learners as word meanings, so read over words in advance and read the words in columns after sorting. As students work together, English learners hear the pronunciations of their classmates. Reading the words in the lists aloud in small groups also provides reading support. The focus on accent in Units IV, V and VI will draw attention to a feature that is important for students learning English. In English, most words are accented on the first syllable, while in other languages this is not the case. You can see this in the differences in the accent patterns in the English/Spanish cognates *divide/divider* or *contain/contener*.

### General Suggestions for English Learners:

1. Reduce the number of words in a sort by eliminating three to six that are least familiar.
2. Check students' understanding of the meaning of the words and be ready to explain the meaning of three or four words. Use illustrations to support word meanings when possible.
3. Spend extra time using the words in context and discuss their meaning, not only in the introductory lesson but also throughout the week.
4. Pair English learners with English speakers for partner work.
5. Accept variations in pronunciation. (Even native English speakers pronounce vowel sounds in a variety of ways.) Allow students to sort in ways that make sense to them but still reflect sound and pattern correspondences.

# Unit 1 Inflected Endings (-ing, -ed, -s, -es)

## NOTES FOR THE TEACHER

### Background and Objectives

Inflected endings are a subcategory of suffixes that indicate tense (*walked, walking, walks*) and number (*cats, foxes*). While we usually talk about generalisations and avoid the term *rules*, we make an exception when it comes to the conventions of adding inflected endings to one-syllable words because they are reliable and straightforward. (See Chapter 7 in *Word Study for Phonics, Vocabulary and Spelling Instruction* for a complete listing of rules.) To apply the rules across a variety of words, students will need an understanding of consonant and vowel patterns in the base word. For this reason, the first sort in this unit is a review of vowel patterns that will later determine whether one must drop the final *e* (CVCe as in *hope*), double the final consonant (CVC as in *hop*) or do nothing except add the ending (CVVC as in *rain* or CVCC as in *jump*). Sorts 2, 3, 4 and 5 are designed to help students learn to identify base words and to see how the pattern in the base word must be considered before adding *-ing* and *-ed*. Sort 6 examines irregular verbs (*sleep/slept; keep/kept*). There are many more of these words, and students can be challenged to brainstorm others, find them in word hunts and create a class list that can be added to over time.

Prior to commencing this unit, students require an understanding of consonant and vowel patterns in the base word.

The key patterns covered in this unit are:

- **Double.** For base words with a short-vowel sound, double the consonant and add the ending *-ing* or *-ed*.
- **e-Drop.** For base words ending in *e*, drop the *e* and add the ending.
- **Nothing.** For words with a long-vowel sound made by a vowel pattern, just add the ending; for words with a short-vowel sound followed by two consonants, just add the ending.

- **Add -es.** When words end in *-ch, -sh, -ss, -s* and *-x*. You can usually hear when you need to add *-es* because it will add another syllable to the word.
- **Change *y* to *i*.** When the word ends in a consonant and *y*, change *y* to *i* at the end of a word before adding *-es*.

Other less common patterns covered in this supplement include changing words that end in *-fe* (singular) to *-ves* (plural).

Plurals are introduced in the within word pattern stage but are revisited here in different words. Sort 7 reviews the use of *-es* after certain consonants (*ch, sh, x* and *s*) and examines how *-es* adds another syllable to a word (*box-es, fenc-es*). Sort 8 examines words that form the plural in unusual ways such as *foot* and *feet* as well as words that end in *f* and change to *v* before adding *-es* (*wife* to *wives*). Sort 9 explores words ending in *y* where sometimes *y* must be changed to *i* before adding *-s* and *-ed*. After completion of this unit, students will:

- Identify base words and the pattern of vowels and consonants in the base word
- Know when to double the final consonant or drop the final *e* before adding *-ed* and *-ing* in both studied words and transfer words
- Know when to add *-s* or *-es* to a base word
- Know how to spell irregular verbs and unusual plurals studied in these sorts
- Know when to change a final *y* to *i* before adding *-ed* and *-es*

### Targeted Learners

These sorts are intended for students in the early syllables and affixes stage who can already spell the vowel patterns in the single-syllable base words to which inflected endings are added. Use Unit Spell Check 1A as a pretest to see which of your students are in need of these particular sorts and which features need to be covered.

## Teaching Tips

There are several ways that students can be introduced to inflected endings, and other sorts are suggested in Word Study and at the Word Study companion website. Because the inflected ending sorts are designed primarily to teach rules rather than the spelling of particular words, it is important to challenge students to apply the rules to words that are not in the sorts. For this reason, transfer words are suggested for most of the sorts. Word hunts will be especially fruitful when students look for words that end in *-ing* and *-ed* in their reading materials. Words like *king* and *sing* might turn up in a word hunt and will give you the chance to reinforce the idea of base words. However, word hunts for irregular verbs and unusual plurals are not recommended because they are hard to find.

Some understanding of parts of speech—particularly verbs and nouns—will be helpful in talking about some of these sorts. A simple explanation of verbs as words that show action and nouns as people, places and things may suffice. As we see below, there are also opportunities for mentioning auxiliary or helping verbs.



### Literature Connection

Explore parts of speech with books such as *Kites Sail High: A Book About Verbs* and *Merry-Go-Round: A Book About Nouns* by Ruth Heller. The books *If You Were a Plural Word* by Trisha S. Shaskan and Sara Gray as well as *Fish and Puppies*, *Thieves and Guppies* by Brian P. Cleary and Brian Gable will go along with Sorts 7 and 8.

## UNIT SPELL CHECK 1A PRETEST FOR INFLECTED ENDINGS

Use the unit spell check below as a pretest to identify students who need to study the generalisations covered in this unit. Call the words aloud for students to spell on a sheet of notebook paper. Use the words in sentences if necessary to be sure students hear them correctly.

- |              |             |             |
|--------------|-------------|-------------|
| 1. swimming  | 2. eating   | 3. fries    |
| 4. living    | 5. fixing   | 6. stayed   |
| 7. dropped   | 8. foxes    | 9. helped   |
| 10. spelling | 11. leaves  | 12. plays   |
| 13. named    | 14. stirred | 15. crying  |
| 16. swept    | 17. wolves  | 18. watches |
| 19. grabbed  | 20. humming |             |

## Interpreting Scores on Pretests

Use the goal-setting form on page 8 to analyse and record results. Use the pacing guide on page 9 to plan which sorts to use.

- **90% or better**—Acceptable mastery of inflected ending. Move on to other units. Students will get a review of ‘double, drop or nothing’ when they do Sort 17.
- **75% to 85%**—A ‘grey area’ where teacher judgement is needed. If you feel that your students only need a review, you can skip the introductory sorts (1 to 3) and focus on the others. Consider the errors students make to determine what is needed. For example, if a student gets all the plurals correct, you can skip Sorts 7 and 8.
- **70% or less**—Students will benefit from doing all the sorts in the unit, although Sort 1 is optional.

## UNIT SPELL CHECK 1B POSTTEST FOR INFLECTED ENDINGS

Students should be expected not only to spell words from sorts in this unit but also to apply their understanding of how to add inflected endings to other base words. For a posttest, students are given unstudied base words and asked to add *-s*, *-ed* and *-ing* using the Unit Spell Check 1B form on the next page. Alert students to the fact that they will need to add two irregular verbs (*said* and *flew*) under ‘add *-ed*’. Model how to use a word in a phrase or sentence to listen for the inflected ending. (Example: *He trips over his own feet. He tripped over the box. He went tripping down the stairs.*)

Students should score 90% or better immediately after the completion of the unit. If students score less than 90% on the posttest, consider the errors students make to determine if reteaching might be needed on the features that students miss.

The final posttest should look like the following:

base word	add -s or -es	add -ed	add -ing
1. trip	trips	tripped	tripping
2. chase	chases	chased	chasing
3. need	needs	needed	needing
4. dress	dresses	dressed	dressing
5. dry	dries	dried	drying
6. mix	mixes	mixed	mixing
7. fan	fans	fanned	fanning
8. race	races	raced	racing
9. say	says	said	saying
10. fly	flies	flew	flying

Name \_\_\_\_\_

**Directions:** Add the ending to the base word. Don't forget to look at the pattern and spelling of the base word to determine what changes might be needed.

Base word	Add <i>-s</i> or <i>-es</i>	Add <i>-ed</i>	Add <i>-ing</i>
1. trip			
2. chase			
3. need			
4. dress			
5. dry			
6. mix			
7. fan			
8. race			
9. say			
10. fly			

Unit Spell Check 1B Posttest for Inflected Endings

## Sort 1 Review of Vowel Patterns in One-Syllable Words

This is an optional sort for students who are not familiar with looking for consonant (C) and vowel (V) patterns. These abbreviations will be important in the discussion and understanding of syllable patterns throughout this book. The category CVCC is introduced here for the first time because it is important to distinguish words that end with two consonants from words that end in one consonant when adding inflected endings.

**Generalisation:** Patterns of consonants and vowels in words can be described as CVVC, CVC, CVCC and CVCe.

CVVC	CVC	CVCC	CVCe
chief	wrap	smell	whine
fruit	twig	sharp	theme
brief	when	thank	brave
scout	plot	front	scale
groan	clog	climb	phone
stain	quit	trust	quote

### Sorting and Discussion:

1. Prepare a set of words to use for teacher-directed modelling. Begin by going over the entire sheet of words to read and discuss the meanings of any unfamiliar words. You can do this by displaying the words on a projector or on a whiteboard, handing out the sheet of words to the students or going quickly through one word card at a time.
2. Explain, **This is a review of vowel patterns you may have studied earlier.** Introduce the headers CVC, CVCC, CVVC and CVCe by pointing out that the *V* stands for vowels in the middle of a word and the *C* stands for consonants. Model the sorting of the four boldface key words (*chief*, *wrap*, *smell* and *whine*): **Here is the word *chief*. I see two vowels in the middle and a consonant on each side, so I will put this under CVVC.** Repeat with each key word, pointing out the consonant and vowel patterns in each word and, if you wish, underline those

letters in the key words. Remind students that the single initial C can also stand for two consonants such as the *wr* in *wrap* or the *ch* in *chief*.

3. Say, **Help me sort the rest of these words under the headers.** The words *quit* and *quote* may cause some confusion because the *u* is normally a vowel. In these words, however, *u* represents the /w/ sound acting as a consonant. Contrast *quit* with *bit* or *sit* to help students see that the vowel pattern is CVC and not CVVC because the *u* is part of the *qu* blend.
4. Check and reflect. Encourage reflections by asking, **How are the words in each column alike? What do you notice about the vowel in each column?** Students should note that the words under CVC have short-vowel sounds while the words under CVCC have a mixture of vowels (*sharp*, *front* and *climb*). Most, but not all, of the words under CVVC and CVCe have long-vowel sounds (*scout* has a diphthong).
5. After modelling the sort, have students cut apart and shuffle their cards, and then sort using the same headers and key words. After the students sort, have them check their sorts by looking for the pattern in each column. If students do not notice a mistake, guide them to it by saying, **One of these doesn't fit. See if you can find it.** Check to be sure *quit* and *quote* end up in the correct columns.

**Extend:** Have students store their words in an envelope or plastic bag so that they can reuse them in individual and buddy sorts. Students should repeat the sort several times using the vowel pattern headers, write the sort in their notebooks and add words from word hunts. See the list of other standard weekly routines for follow-up activities to the basic sorting lesson on pages 10–12 and in Chapter 3 of *Word Study*.

An alternative sort would be by long vowels, short vowels and other vowels. Word hunts will turn up many more words that can be added to these categories. The card game *I'm Out* described in Chapter 6 of *Word Study* can be adapted to review vowel patterns. Instead of naming a specific vowel pattern such as *ai*, the leader of a round would name a more general pattern such as CVC.

## SORT 1 Review of Vowel Patterns in One-Syllable Words

<b>CVVC</b>	<b>CVC</b>	<b>CVCC</b>	<b>CVCe</b>
chief	wrap		smell
whine	fruit		twig
sharp	theme		brief
when	thank		brave
scout	plot		front
scale	groan		clog
climb	phone		stain
quit	trust		quote