

Independent 6A Word Sort Directions

These word sort directions are to be used in conjunction with the word study scope and sequence for the Evolving Reader stage.

Cycle 1

Week 1

Suffixes: Plurals: *-s, -es, -y to i + es*

Sort by pattern. Students should be able to articulate when a word needs *-s, -es*, or to change the ending *y* to *i* and then add *-es* to make the word plural.

Week 2

Possessives: *s, 's, s'*

Sort by pattern. Students should be able to articulate when to add *s, 's, or s'* to make the word possessive.

Week 3

Suffixes: *-ed* (doubling, *e*-drop, nothing)

Sort by pattern. Students should be able to recognize when to drop the final *E*, double the final consonant, or do nothing before adding *-ed*. Hint: Typically, if the word has one vowel, ends in one consonant, and has one syllable, you usually have to double the final consonant before adding *-ed* to preserve the short-vowel sound.

Week 4

Suffixes: Sounds of *-ed*

Sort by the sound of *-ed* in each word. Students should recognize that when *-ed* is added to different words, it has three different sounds: */ed/ (treated)*, */d/ (loved)*, or */t/ (baked)*.

Week 5

Contractions: *have, not, will*

Sort by contraction. Students should note the number of letters that the apostrophe takes the place of in the given categories.

Week 6

Prefixes: *dis-* (not), *mis-* (not), *un-* (not)

Sort by pattern. Students should recognize that the meaning of the prefix changes the meaning of the base word.

Week 7

Compound words: *down, over, under, up*

Sort by compound word. Emphasis should be on the meaning of the words.

Week 8

Suffixes: *-ing* (doubling, *e*-drop, nothing)

Sort by pattern. Students should be able to verbalize when to double the ending, drop the *E*, or do nothing.

Independent 6A Word Sort Directions *(continued)*

Cycle 2

Week 1

Compound words: (*any, every, grand, water*)

Sort by compound word. Emphasis should be on the meaning of the words.

Week 2

R-controlled vowel patterns (multisyllabic words): *ur, ure*

Sort by pattern and then by sound. Students should focus on the change in the *ur* sound when the *E* is added.

Week 3

Ambiguous vowel patterns (multisyllabic words): *oi, ou, ow, oy*

Sort by pattern and then by sound. Students should pay attention to the two ways that the vowel sound is represented.

Week 4

Ambiguous vowel patterns (multisyllabic words): *au, aw*

Sort by pattern. Students should focus on the two spellings of the same vowel sound.

Week 5

Syllable patterns: V-C-C-V with the first syllable stressed

Sort by pattern. Students are introduced to syllable patterns (i.e., the pattern at the juncture of the syllables). *After* and *attic* both follow the V-C-C-V pattern with stress on the first syllable. Students should recognize the C-C pattern with single-consonant and doublet combinations. Both of these patterns contain closed syllables. This understanding of syllable patterns allows students to use this knowledge when they encounter unknown words in their reading and when spelling and pronouncing words. Note: Blends and digraphs are considered to be one unit rather than two individual letters. A discussion of syllable stress can also occur during the syllable pattern study.

Week 6

Syllable Patterns: V-C-C-V and V-C-V with open and closed syllables

Sort by pattern. Students should recognize V-C-C-V as a closed syllable. Further, they should compare this with the V-C-V pattern (*music*) having a closed syllable.

Week 7

Syllable patterns: V-C-V with open and closed syllables

Sort by sound and pattern. Students should recognize the V-C-V pattern in open and closed syllables. Note: The V-C-V pattern is typically more difficult for students to master because of the nature of the pattern; at times, the consonant stays with the first vowel (*credit*), and at other times, the consonant stays with the second vowel (*tulip*). Thus, students should be encouraged to complete word hunts to solidify their knowledge of this pattern.

Week 8

Syllable patterns: V-C-C-V and V-C-V with the second syllable stressed

Sort by pattern. Students should compare and contrast the V-C-C-V (*admit*) and the V-C-V (*hotel*) patterns, as they both stress the second syllable.

Independent 6A Word Sort Directions *(continued)*

Cycle 3

Week 1

Prefixes: *in-* (not), *pre-* (before), *re-* (again)

Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the meaning of each word.

Week 2

Ambiguous vowels in the stressed syllable: *ew*, *oo*

Sort by pattern and then by sound.

Week 3

Contractions: Review all

Sort by contraction. Students should note the number of letters that the apostrophe takes the place of in the given categories.

Week 4

Homophones

Sort homophones by like sounds. Students should focus on the meaning of each homophone.

Week 5

R-controlled vowel patterns in the stressed syllable: *air* (*prairie*), *ar* (*alarm*, *carry*), *are* (*aware*)

Sort according to the *r*-controlled vowel patterns in the stressed syllable.

Week 6

R-controlled vowel patterns in the stressed syllable: *ear* (*learner*), *eer* (*leery*), *er* (*jerky*), *ere* (*adhere*)

Sort according to the *r*-controlled pattern in the stressed syllable.

Week 7

R-controlled vowel patterns in the stressed syllable: *ir* (*circle*), *ire* (*inquire*)

Sort according to the *r*-controlled vowel patterns in the stressed syllable.

Week 8

R-controlled vowel patterns in the stressed syllable: *oar* (*aboard*), *or* (*orphan*), *ore* (*adore*), *our* (*mournful*)

Sort according to the *r*-controlled vowel pattern in the stressed syllable.

Independent 6A Word Sort Directions *(continued)*

Cycle 4

Week 1

Prefixes: *en-* (in), *in-* (not)

Sort by prefix. Students should focus on the meaning of the prefix and how it affects the meaning of the word.

Week 2

Ambiguous vowel patterns: *au*, *aw*, *wa*

Sort by pattern and then sound. Students should focus on the change in sound when an *R* is added (e.g., *swap* vs. *warm*).

Week 3

Compound words: *back*, *foot*, *head*

Sort by compound word. Emphasis should be on the meaning of the words.

Week 4

Suffixes: *-ful* (full of, having), *-ly* (like, in a like manner), *-y* (having)

Sort by suffix. Students should focus on how the suffix affects the meaning of the word.

Week 5

Suffixes: *-er*, *-est*

Sort by pattern. Students should recognize when you have to drop the final *E*, double the final consonant, or do nothing before you add the *-er* suffix. Hint: Typically, if the word has one vowel, ends in one consonant, and has one syllable, you have to double the final consonant before adding *-er* to preserve the short-vowel sound. The knowledge of preserving the short-vowel sound is critical to the study of syllable patterns. Students should also engage in a discussion about the meaning changes as the suffix is added; words with *-er* and *-est* are known as comparatives and superlatives, respectively.

Week 6

Vowel alternations: *-ion* (long to schwa with predictable spelling changes): *admit/admission*, *predict/prediction*

Match up the derived pairs. Emphasis should focus on the meaning of the words as well as the spelling and pronunciation variations of the vowels that occur in the pairs.

Week 7

Homophones

Match up the homophone pairs. Emphasis should focus on the meaning of the words as well as the spelling variations.

Week 8 :

Complex consonants: C + *ch*, *ch*, *tch*

Sort by pattern. Students should recognize that typically, the *ch* pattern contains a long-vowel pattern, the C + *ch* pattern contains a short or sometimes *r*-controlled vowel pattern, and the C + *ch* pattern contains a short-vowel sound.