

# Stage 6B: Word Sort Directions

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

## Cycle 1

### Week 1

Complex consonants: C + *ge, dge, ge*  
Sort by pattern. Students should recognize that typically, the *ge* pattern contains a long-vowel pattern; the C + *ge* pattern contains a short, *r*-controlled vowel sound or, in a few cases, a long-vowel sound (*change*); and the *dge* pattern contains a short-vowel pattern.

### Week 2

Spelling patterns at the end of words: *ar, er, or*  
Sort by pattern. Hint: Words relating to people typically end in *er*, and all words with these endings typically are nouns.

### Week 3

Syllable patterns (V-C-C-V): Regular and doublet with first syllable stressed (*after, attic*)  
Sort by pattern. Students review syllable patterns (the pattern at the juncture of the syllables). Students should recognize the C-C pattern with single-consonant and doublet combinations. Both of these patterns contain closed syllables and stress the first syllable.

### Week 4

Syllable patterns (V-C-C-V): Doublets with first or second syllable stressed  
Sort by syllable stress. Students should recognize that both categories have doublets, but the syllable stressed is

different. Also, there are fewer words with the V-C-C-V doublet pattern with the second syllable stressed.

### Week 5

Single-syllable homophones  
Match up the homophone pairs. Emphasis should focus on the meaning of the words.

### Week 6

Complex consonants: *scr, shr, thr*  
Sort by pattern. Students should focus on the meaning of the words.

### Week 7

Prefixes: *mid-* (middle), *non-* (not)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

### Week 8

Prefixes: *inter-* (between, among), *super-* (above)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

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## Stage 6B: Word Sort Directions

### Cycle 2

#### Week 1

Prefixes: *ant-/anti-* (opposite), *auto-* (self)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

#### Week 2

Prefixes: *pro-* (for), *trans-* (across, beyond, through)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

#### Week 3

Unstressed-syllable vowel patterns: *al* (*bridal*), *il* (*evil*), *ile* (*fertile*)  
Sort by the vowel pattern in the unstressed syllable.

#### Week 4

Suffixes: *-ity*, *-ty*, *-y*  
Sort by pattern. Students should recognize that the suffixes form nouns from adjectives.

#### Week 5

Syllable patterns: V-C-V closed with first syllable stressed  
Sort by sound and pattern. Students should recognize the V-C-V pattern studied previously and continue to add more words to their vocabulary as they study this pattern.

#### Week 6

Syllable patterns: V-C-C-V with first and second syllable stressed (regular: *monster*; doublet: *bubble*)  
Sort by pattern. Students should compare and contrast the V-C-C-V pattern with both single consonants and doublets.

#### Week 7

Syllable patterns: V-C-C-V (*cactus*), V-C-V (*rotate*), V-V (*liar*)  
Sort by pattern. Students should recognize the different syllable patterns and be able to discuss which syllable is stressed in each pattern.

#### Week 8

Root words: *tele* (far off)  
Sort by root word. Emphasis should be on the meaning of each root and how it assists in word meanings.

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# Stage 6B: Word Sort Directions

## Cycle 3

### Week 1

Root words: *dict* (to say), *scribe* (to write)  
Sort by root word. Emphasis should be on the meaning of each root and how it assists in word meanings.

### Week 2

Suffixes: *-est* (comparative), *-ful* (full of), *-less* (without)  
Sort by suffix. Emphasis should be on the meaning of each suffix and how it affects the word.

### Week 3

Suffixes: *-fy/-ify* (to make, to cause, to become)  
Sort by suffix. Emphasis should be on the meaning of the suffix and how it affects the word. Students should note that the suffix changes a noun to a verb.

### Week 4

Spelling patterns at the end of words: *en*, *in*, *on*  
Sort by pattern. Students should recognize that words ending in *en* can be nouns, adjectives, or verbs, and words ending in *in* or *on* are nouns.

### Week 5

Prefixes: *multi-* (many, multiple), *semi-* (half, partial)  
Sort by pattern. Students should focus on the meaning of the prefixes and how they affect the meaning of the word.

### Week 6

Prefixes: *re-* (to do again), *in-* (not), *non-* (not), *un-* (not)  
Students should sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

### Week 7

Prefixes: *dis-* (not), *pre-* (before)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

### Week 8

Prefixes: *de-* (away, opposite), *fore-* (before)  
Sort by prefix. Emphasis should be on the meaning of each prefix and how it affects the word.

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# Stage 6B: Word Sort Directions

## Cycle 4

### Week 1

Prefixes: *over-*, *under-*

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

### Week 2

Two-syllable homophones

Match up the homophone pairs. Students should focus on the meaning of the words.

### Week 3

Contractions: Review all

Sort by contraction. Focus should be on the letters that the apostrophe stands for in each word.

### Week 4

Prefixes: *em-/en-* (into, put into)

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

### Week 5

Suffixes: *-er*, *-est*, *-ful*, *-ly*, *-y*

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

### Week 6

Prefixes: *bi-* (two), *mono-* (one)

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

### Week 7

Prefixes: *quad-* (four), *tri-* (three)

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

### Week 8

Vowel patterns in the unstressed syllable:  
*age*, *edge*, *idge*

Sort according to vowel pattern in the unstressed syllable. Students should also discuss that all three endings have the same sound (*ij*). Patterns include *age* (GARBage), *edge* (KNOWLedge), and *idge* (CARTRidge). Hint: Many more words end in *age* than *edge* and *idge*.

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