

Stage 6 C: Word Sort Directions

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

Cycle 1

Week 1

Sensitizing to stress: First or second syllable (review)

Sort according to the stressed syllable.

Week 2

Two-syllable homographs with a different syllable stressed: conduct (noun), conduct (verb)

Say each word and decide which syllable is stressed. As students discover which syllable is stressed, they should also discuss the part of speech of the word used.

Week 3

Two-syllable homophones with spelling variation in both syllables

Match up the homophone pairs. Emphasis should focus on the meaning of the words as well as the spelling variation that occurs in the stressed syllables.

Week 4

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

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

Week 5

Root words: *hyper* (too much, over, excessive), *hyp/hypo* (under, less)

For these roots, students should engage in conversations and activities related to vocabulary development. Emphasis should focus on the meaning of the words.

Week 6

Number-related prefixes: *dec-/deca-*, *oct-/octa-/octo-*, *pent-*

Sort by prefix. Emphasis should focus on the meaning of the words.

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

Vowel patterns in the stressed syllable, including short A (*fabric*), long a_e (*create*), and open A (*basic*)

Sort according to the short and long A patterns in the stressed syllable.

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Cycle 2

Week 1

Vowel patterns in the stressed syllable, including short E (*enter, ready*), long E (*cheetah*), and open E (*being*)

Sort according to the short and long *E* patterns in the stressed syllable.

Week 2

Vowel patterns in the stressed syllable, including short I (*insect, gypsy*), long i_e (*advice*), and open I (*diner*)

Sort according to the short and long *I* patterns in the stressed syllable.

Week 3

Spelling patterns at the end of words: *al, il, ile*

Sort by pattern. Hint: Many *al* pattern words are adjectives. Students should engage in a conversation about the part of speech for the remaining words. Words ending in *il* and *ile* are less common.

Week 4

Spelling patterns at the end of words: *el, le* (*angel, circle*)

Sort by pattern. Hint: Many more words end with *le* than with *el*, and consonants *B, C, D, G, K, P, T,* and *Z* typically precede *le*. Also, knowledge of soft- and hard-consonant sounds will help when deciding on the ending.

Week 5

Spelling patterns at the end of words: *ar, er, or*

Sort by pattern. Hint: Words relating to people typically end in *er* or *or*, and adjectives tend to end in *ar* or *er*. Students should also emphasize the meaning of the words while sorting.

Week 6

Spelling patterns at the end of words: *en* (noun, adjective, verb), *in* and *on* (noun)

Sort by pattern. Hint: Verbs and adjectives typically end in *en*, and nouns tend to end in *on* or *in*.

Week 7

Final *K* sound: *c, ck, k, que*

Sort by pattern. Hint: The final *C* is the most common in polysyllabic words.

Week 8

Prefixes: *cat-* (down), *circum-* (around), *peri-* (around, near)

Sort by the prefix. Emphasis should focus on the meaning of the words.

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Cycle 3

Week 1: Two-syllable homophones

Match up the homophone pairs. Emphasis should focus on the meaning of the words as well as the spelling variation that occurs in the unstressed syllable.

Week 2: Homophones with three or more syllables

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

Week 3: Latin suffixes: *-able/-ible*

Sort according to pattern. Students should also discuss base words and root words as while completing the sort. Hint: Typically, you add *-able* to a base word and *-ible* to a root word; however, there are some predictable spelling changes (*suppress/suppressible*).

Week 4: Latin suffixes: *-ant/-ent*

Sort according to pattern. Students should also attempt to change the ending of each word to *-ance*, *-ancy*, *-ence*, or *-ency*. Hint: The vowel stays the same in each suffix family, which helps solidify knowledge of these tricky suffixes.

Week 5: Vowels patterns in the unstressed syllable, including *ain* (*captain*), *an* (*urban*), and *en* (*children*): Unaccented vowel sound, schwa + *n*

Sort according to the vowel patterns in the unstressed syllable. Hint: Words with the *an* pattern tend to be nouns.

Week 6: Vowel patterns in the unstressed syllable, including *en* (adjectives; *molten*), *in* (nouns; *robin*), and *on* (nouns; *gallon*): Unaccented vowel sound, schwa + *n*

Sort according to the vowel patterns in the unstressed syllable. Hint: Words with the *en* pattern tend to be adjectives, and *in* and *on* pattern words tend to be nouns.

Week 7: Vowels patterns in the unstressed syllable: *al* (*central*), *el* (*chapel*), *le* (*giggle*)

Sort Directions: Sort according to the vowel patterns in the unstressed syllable. Hint: Many more words end with *-le* than with *-el*.

Week 8: Vowel patterns in the unstressed syllable: *cher* (*poacher*), *sher* (*usher*), *ure* (*capture*)

Sort according to the vowel patterns in the unstressed syllable.

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Cycle 4

Week 1: Vowel patterns in the unstressed syllable: *cher* (*preacher*), *ure* (*lecture, censure, closure*)

Sort according to the vowel patterns in the unstressed syllable.

Week 2: Vowel patterns in the unstressed syllable: *et* (*nugget*), *it* (*habit*)

Sort according to the vowel patterns in the unstressed syllable. Hint: Many more words end in *-et* than *-it*.

Week 3: Vowel patterns in the unstressed syllable: *ace* (*palace*), *ice* (*justice*), *is* (*tennis*), *ise* (*promise*), *uce* (*lettuce*)

Sort according to the vowel patterns in the unstressed syllable. Students should also discuss that all of the endings have the same sound, /is/.

Week 4: Consonant alternations (silent vs. sounded consonants): *sign/signal, soft/soften*

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

Week 5: Vowel alternations (long to short): *cave/cavity, please/pleasure*

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 6: Vowel alternations (long to schwa): *compose/composition*

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: Vowel alternations (long to schwa) with predictable spelling changes:

simplify/simplification, verify/verification

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, focusing on the predictable spelling changes.

Week 8: Vowel alternations (short to schwa): *critic/criticize, excel/excellent*

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.