

# SORTS 13-18

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## Common Long-Vowel Patterns (CVCe and CVVC)

### NOTES FOR THE TEACHER

Another common long-vowel pattern is the consonant-vowel-vowel-consonant (CVVC) pattern. Every vowel except the vowel *i* uses this pattern to represent the long-vowel sound. In these six sorts we present the most common CVVC patterns for the vowels *a*, *o*, *u*, and *e*. Although the CVVC pattern is the new long-vowel spelling pattern introduced in this section, previously studied vowel sounds and patterns, including the CVCe of the previous six sorts, reappear in new words and provide a starting point for comparison. Since the vowel *i* does not use the CVVC pattern, other vowel patterns for *i* are presented in the next section.

Sorts 13–18 are designed for early-to-middle within word pattern stage spellers who are using but confusing the CVVC and CVCe patterns. They might spell the word *foam*, FOME; or the word *slope*, SLOAP. Most of the words in these sorts are on a second- and third-grade level, though harder words are listed at the end of each lesson for students with a more advanced reading vocabulary. You might use the Spell Check on page 43 as a pretest to see which of your students are in need of these sorts. Students who spell most of the words on the Spell Check correctly may benefit from the study of less common long-vowel patterns, such as the ones presented in sorts 19–24. Different pacing schemes for the within word pattern stage are suggested in *WTW*.

Each of these six sorts contains 19 to 21 words plus three to four column headers. **Key words** have been bolded on the sort sheet and these should be placed at the top of each column. Key words are the most frequently occurring words of that particular spelling pattern. **Oddballs** are high-frequency words whose pattern violates the dominant pattern-to-sound correspondence. For example, the word *said* is an oddball because it does not contain the long *-a* sound even though it has the CVVC pattern associated with the long *-a* sound. See Chapter 6 of *WTW* for more information about teaching high-frequency words.

The sequence of long-vowel sorts could easily be done in a different order. The patterns for *e* are presented last because a common CVVC pattern for long *-e* overlaps with a similar pattern for the short *-e* sound. Sort 18 reviews the CVVC pattern across vowels.

Most children need more than one week to learn all the common long-vowel patterns for each of the vowels, but the recursive nature of word study makes it possible to generalize the most common patterns across vowels. Such is the goal of sorts 13–18 that address the CVVC pattern in four long vowels. If your students seem to be catching on to the CVVC pattern quickly, speed up your pace. A slower pace is suggested in *WTW* and additional words and sorts may be found in the *WTW* Appendix. Whatever pace

your students need, be sure to provide ample opportunities to sort first by sound, and then by pattern. Ultimately you want your students to be able to categorize words by sound and pattern simultaneously.

When possible, share books that contain a number of words with the targeted spelling feature. For example, *Frog and Toad Together* (Lobel, 1971) is a natural connection with the short- and long-vowel sounds for *o* and contains many examples of the CVCe and CVVC patterns.

## STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 13-18

1. **Repeated Work with Word Sorts:** Students should work with the word sorts several times after the sort has been modeled and discussed, as described in each lesson below.
2. **Writing Sorts and Word Study Notebooks:** Students should record their word sorts by writing them into columns in their word study notebooks, as described before. It is a good idea to have students write their reflections about what they learned about the spelling of these words in their word study notebooks after they have recorded their sort.
3. **Word-O:** Ask students to conduct a word operation (Word-O) on 5 to 10 words. Add, subtract, or substitute consonants to make a new word. Start with the word *space*, for example, and subtract the *s* to get *pace*. Add an *l* to *pace* to get *place*. Subtract the *p* to get *lace*. Substitute an *n* for the *c* and get *lane*. Students can record their word operations in their word study notebooks by writing the new word to the right of the original word. You might ask them to underline the letters that were changed in their operation.
4. **Word Hunts:** A word hunt is a search for additional exemplars of a pattern being studied. Be sure students use previously read text so that their comprehension of the material has already occurred and they can skim through the words quickly and easily. Direct students to texts that you know contain the pattern or limit the amount of time that students are hunting. Students should record the words they find in the proper column in their word study notebook and share them with the group when they meet.
5. **Dictated Sentences:** Prepare a sentence that contains several of your word study words, read it to your students, and have them write it. Provide feedback about spelling and mechanics.
6. **Blind or No-Peeking Sorts and No-Peeking Writing Sorts:** After students sort their words several times have them test their memory for pattern-to-sound consistencies with blind or *no-peeking sorts*, and blind or *no-peeking writing sorts*. One student calls out a word without showing it; the other student points to the column in which it belongs. Or, the second partner writes the word under a key word. In either case the word card is shown later and students check the spelling.
7. **Homework:** See the homework form in the Appendix.
8. **Games and Other Activities:** Create games and activities such as those in *WTW* or download them ready made from the *WTW* CD-ROM. The Race Track game is one we highly recommend for use with long-vowel patterns. There are other games described in Chapter 6 of *WTW*.
9. **Assessment:** To assess students' weekly mastery, ask them to spell the words. An assessment of the long-vowel CVVC pattern used in these sorts follows on page 43: Spell Check 2: CVVC Patterns.

## SORT 13 SHORT -A AND LONG -A (CVCe AND CVVC)

### Demonstrate

This sort has 20 words, including two oddballs and four headers. Prepare the words to use for teacher-directed modeling. You will also need a short *-a* symbol and a long *-a* symbol from the symbol template in the back of the book.

Read and discuss the meanings of any unfamiliar words. Be sure to point out the homophone *main* and discuss its meaning. Tell your students that the other *mane*, the hair on a lion or a horse's head, is spelled with a different spelling pattern because it has a different meaning. Ask if anyone sees any other homophones in the set (*tail; pain*). Ask your students what they notice about the spelling of these words. Proceed to demonstrate this two-step sort: (1) sort by sound; then, (2) sort by pattern.

### Sort by Sound

Display a short *-a* symbol, a long *-a* symbol from the Appendix, and the word *oddball* at the top of three separate columns. Do not use the pattern headers (CVC, CVCe, CVVC) yet. Tell your students that the short *-a* symbol stands for the short *-a* sound in the middle of such words as *Jack*. Segment the middle vowel sound so they know where to focus their attention (e.g., /j/ /a/ /k/). Next, explain that the long *-a* symbol stands for the long *-a* sound in the middle of words such as *space* or *rain* where you can hear the letter *a* say its name. Again, segment the middle vowel sound to make the long *-a* sound and location explicit. Finally, begin the **sound sort**. Model the placement of a key word, segment the middle vowel, and explain what you are doing: *Here is the word, Jack. Jack has a short -a sound in the middle so I will put it under the short -a symbol. This is the word space. Space has a long -a sound in the middle so I will put it under the long -a symbol. Here is the word rain. R-ai-n. Rain has a long -a sound in the middle so I will put it under the long -a symbol with space. Now who can help me sort the rest of these words?* Continue on in this vein having the students help you sort all the words by sound. When all the words have been sorted, read them in columns and check for any that need to be changed: *Do all of these words sound alike in the middle? Do we need to move any?*

NOTE: Some of your students may have trouble with the word *camp*. The nasal sound made by the letter *m* makes it difficult to segment the medial vowel sound apart from the nasal. Tell your students to pronounce the word without the nasal (*cap*) to see if they can hear the vowel sound that way. At this time, it is also likely that you may want to move the words *said* and *want* into the oddball category. Since neither of these words has a short or long *-a* vowel sound, they do not belong in either column.

### Sort by Pattern

Ask your students what they notice about the words in the long *-a* column. *Could we put any of those words together?* Next, display the CVCe and CVVC as pattern headers under the long *-a* symbol. See if your students can find all of the words in the long *-a* column that are spelled with one of these two patterns: the consonant-vowel-consonant-silent *-e* pattern (CVCe), or the consonant-vowel-vowel-consonant pattern (CVVC). Proceed to model a **pattern sort** for the long *-a* word. Ask your students why *said* is an oddball. Help them understand that even though *said* is spelled with the CVVC pattern, it does not have a long *-a* sound in the middle.

### Sort by Sound and Pattern

Add the consonant-vowel-consonant (CVC) pattern header for the short-vowel column and mix up all of your words. Repeat the sort, categorizing this time by vowel sound

and by long-vowel patterns at the same time. Check the sort, then reflect about how the words in each column are alike. The sort will end up looking like this:

CVVC	CVCe	CVVC	oddball
Jack	space	rain	said
black	frame	brain	want
flash	place	paint	
rash	blame	train	
camp		main	
		faint	
		pain	
		chain	
		tail	

## Sort, Check, Reflect, and Extend

Give each student a copy of the sort and assign the task of cutting out the words and sorting them individually. On subsequent days students should repeat the sort several times. Use the standard weekly routines (Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Sorts, etc.) for follow-up activities to this basic sorting lesson.

**Suggested Words for Word Operations:** *space, frame, brain, train, camp.*

**More Difficult Words:** (11) *gasp, lamp, smash, stamp, crash, trace, paste, waste, waist, bait, claim.*

## SORT 14 SHORT -O AND LONG -O (CVCe AND CVVC)

### Demonstrate

This sort contains 21 words and three headers. The *oddball* column header has been dropped because we want students to look for “the odd ones out” on their own now. Sort first by sound, so *drove* and *road* will be in the same column. Read and discuss the meaning of the words and be sure to note the homophone *whole* and its partner with a different meaning, *hole*, in sort 9. The word *knock* is worth a second look to discuss the silent *k* at the beginning. Introduce the sort in a manner similar to sort 13. First, sort by sound using the short -o and long -o headers from the Appendix on page 134; then, sort by pattern using the pattern headers on the sort. You could also begin the lesson with an open sort by cutting off the headers before duplicating the sort. Ask your students to cut apart your words and see if they can discover the categories for themselves before they come to the group sort under your direction. You might ask students if they can brainstorm other words that rhyme with the oddball *love* (*dove, shove*).

CVVC	CVCe	CVVC	oddball
lost	drove	road*	love
knock	stone	float	none
soft	chose	boat	
cross	slope	goat	
	whole*	soap	
		foam	
		load	
		toast	
		toad	
		coat	

\*homophone

## Sort, Check, Reflect, and Extend

Give each student a copy of the sort and assign the task of cutting out the words and sorting them individually in the same way they did in the group. On subsequent days, students should repeat the sorting activity several times and complete the standard weekly routines in their word study notebook: Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Sorts, and so on.

**Suggested Words for Word-O:** *whole, chose, toad, boat, foam, cross.*

**More Difficult Words:** (9) *shop, drop, cove, doze, oak, croak, groan, moat, goal.*

## SORT 15 SHORT -U AND LONG -U (CVCe AND CVVC)

### Demonstrate, Sort, Check, and Reflect

This sort contains 20 words and four headers. The sort is somewhat different from previous sorts because the most frequent CVVC pattern for the long -u sound is spelled *oo*. While the *ui* pattern is quite limited (there are really only three high-frequency long -u words spelled with the *ui* pattern), we include it here with *Common Long-Vowel Patterns* since it is also a CVVC pattern. The oddballs in this sort, *build* and *built*, also contain the *ui* pattern but not the long -u sound. No oddball header is provided, however, since students should be accustomed to finding “the odd ones out” by now and putting them to the side when they sort. Key words have been bolded and should be placed at the top under each header. Read and discuss the meaning of the words, then introduce the sort in a manner similar to sorts 13 and 14. First, sort by sound; then, sort by pattern.

<b>CVc</b>	<b>CVCe</b>	<b>CVVC</b>	<b>CVVC</b>	
<b>crust</b>	<b>cube</b>	<b>food</b>	<b>fruit</b>	build
bump	dude	bloom	suit	built
skunk	prune	smooth	juice	
trust		broom		
		mood		
		moon		
		spoon		
		tooth		

### Extend

Have students complete the standard weekly routines in their word study notebook: Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Sorts, and so on.

**Suggested Words for Word Operations:** *bump, dude, bloom, spoon, food.*

**More Difficult Words:** (14) *rust, fuss, dusk, blush, gust, crude, mute, fume, loop, scoop, loom, booth, cruise, bruise.*

## SORT 16 SHORT -E AND LONG -E (CVVC)

### Demonstrate, Sort, Check, and Reflect

This sort contains 21 words, three headers, and the oddball *been*. Like sort 15, this sort includes two CVVC patterns for the long -e sound: *ee* and *ea*. Conveniently, the homophones

*weak* and *week* are included to call attention to the fact that words with different meanings must have different spellings to tell them apart when we read and spell. Read and discuss the meaning of the words, then introduce the sort in a manner similar to sorts 13, 14, and 15. First, sort by sound; then, sort by pattern. *Been* is an oddball.

CVC	CVVC-ee	CVVC-ea	
less	feet	mean	been
web	keep	heat	
next	green	team	
	sleep	speak	
	sweep	clean	
	teeth	weak*	
	jeep	leaf	
	week*	teach	
		peach	

\*homophones

## Extend

Have students complete the standard weekly routines in their word study notebook: Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Writing Sorts, and so on.

**Suggested Words for Word Operations:** *next, sleep, heat, weak, teach.*

**More Difficult Words:** (11) *stem, pest, speech, speed, greed, creep, creek, least, deal, meal, treat.*

## SORT 17 “THE DEVIL SORT” SHORT -E (CVC AND CVVC) AND LONG -E (CVVC)

### Demonstrate, Sort, Check, and Reflect

Sort 17 contains 20 words and four headers. This sort is hard because it includes two CVVC patterns for the long -e sound (*ee* and *ea*) and two patterns for the short-e sound: CVC and CVVC. It is called “The Devil Sort” because the *ea* pattern is used to spell both the short-e and the long -e sound. Fortunately, many of the short -e *ea* words rhyme, so if you show this to your students they will be able to remember them as a group: *dead, head, and bread* all rhyme and they all end in *ead*.

Be sure to read and discuss the meaning of the words, especially the pronunciation and meaning of the word *lead*. The word *lead* is a homograph and can be pronounced with either a short or long -e sound, so it may be sorted in either sound category. Discuss the shift in meaning that accompanies the shift in the vowel sound. The homophone *when* can provide an opportunity to review the short -e sound and contrast it with the short -i sound in its homophone partner, *win*. The oddball *great* is a high-frequency word that contains the *ea* pattern but has a long -a sound instead of a long -e sound. Discussing these will enrich your students’ word knowledge.

After discussing the words, introduce the sort in a manner similar to the previous four sorts. Use the long -e and short -e headers from the Appendix to sort first by sound, then use the pattern headers on the sort to sort by the patterns of CVC and CVVC. You will need to introduce the CVVC pattern header for the short-vowel sound category before you model the pattern sort. Remind your students that they have sorted the CVVC pattern before and it was always associated with the long-vowel sound. Now, they will learn some short -e words that have the same pattern.

Short -e CVC	Short -e CVVC	Long -e CVVC-ee	Long -e CVVC-ea	
when*	dead	trees	each	great
sled	head	street	reach	
	bread	queen	seat	
	breath	sweet	dream	
	death		lead*	
			steam	
			beach	
			east	

\*homophone or homograph

### Extend

After students have repeated this sort many times, have them complete the standard weekly routines in their word study notebook: Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Writing Sorts, and so on.

**Suggested Words for Word Operations:** *bread, street, reach, steam, east.*

**More Difficult Words:** (15) *swept, shelf, wealth, breast, health, tread, beef, geese, breeze, peel, greet, flea, peak, leak, leash.*

## SORT 18 REVIEW FOR CVVC PATTERN (AI-OA-EE-EA)

### Demonstrate, Sort, Check, and Reflect

This is a review sort for the CVVC patterns for the vowels *a*, *o*, and *e*. The CVVC patterns for *u* are not included in this review because the *oo* pattern for the long *-u* sound is quite memorable by virtue of the double *os*, and the *ui* pattern has few exemplars. If you wish to include the *oo* and *ui* patterns for the long *-u* sound in this CVVC review, simply recycle the long *-u* word cards from sort 15 and add them in. Otherwise, these are 24 new words that contain the familiar CVVC pattern and all but four represent the long-vowel sound. The four short vowels contain the *ea* pattern for the short *-e*. Headers are not included here because you will want your students to sort by sound and by pattern on their own after your demonstration. Alternatively, you can challenge your students to do an open sort and determine their own categories. At this point, an open sort will give you diagnostic information about how the students are thinking about pattern-to-sound consistencies.

First read and discuss these new words, calling special attention to the meaning of the homophone *mail*. Ask if anyone knows the meaning and spelling of the other *male*. See if anyone can spot the other homophone in the sort (*sail*) and predict how its partner would be spelled (*sale*). The homograph *read* is also worthy of discussion since the verb tense changes depending on whether you pronounce it with a short or long *-e* sound. This word may be sorted with the *ea* pattern for either the short *-e* group or the long *-e* group, depending on pronunciation. Remind students of a similar phenomenon with the word *lead* in the previous sort. Many students are likely to be unfamiliar with the word *dread*, so be sure to use this word in a meaningful sentence and talk about its meaning.

After your discussion, demonstrate how to sort these words by vowel sound (long *-a*, long *-e*, long *-o*, and short *-e*). Then sort the long *-e* group into two columns by pattern. Mix up the words and then model sorting by sound and pattern simultaneously. It is

helpful if you “think aloud” as you sort and model your mental processes. The sort will look something like this:

wait	thread	need	beast	toast
mail*	read*	sheep	seat	coast
sail*	deaf	wheel	neat	moan
rail	meant	three	pea	throat
	dread	sheets	cream	
		cheek		

\*homophones or homographs

## Extend

After students have repeated this sort many times, have them complete the standard weekly routines in their word study notebook: Writing Sorts, Word Operations, Word Hunts, Blind or No-Peeking Writing Sorts, and so on. Additional vowel pattern sorts for *e* may be downloaded from the WTW CD-ROM.

**Suggested Words for Word Operations:** *wheel, cream, pea, moan, rail.*

NOTE: *Word Operations on these words are likely to result in the creation of other homophones whose meanings bear discussion (substitute st for the wh of wheel and get steel).*

## SPELL CHECK 2 ASSESSING THE CVVC LONG-VOWEL PATTERN FOR A, E, O, AND U

The spelling of long vowels following the consonant-vowel-vowel-consonant (CVVC) pattern is assessed with the Spell Check for CVVC on page 43. All of the words pictured have been presented previously in sorts 13–18. Name each picture, and then ask your students to write the spelling of the word on the lines provided. Students can also complete this independently. These are the words assessed:

- |           |          |           |
|-----------|----------|-----------|
| 1. leaf   | 2. suit  | 3. beach  |
| 4. rain   | 5. toast | 6. teeth  |
| 7. chain  | 8. peach | 9. road   |
| 10. feet  | 11. mail | 12. queen |
| 13. pea   | 14. toad | 15. fruit |
| 16. broom | 17. sail | 18. soap  |
| 19. spoon | 20. coat |           |



**SORT 13 Short -a and Long -a (CVCe and CVVC)**

ă CVC	ā CVCe	ā CVVC
<i>oddball</i>	<b>space</b>	<b>rain</b>
<b>Jack</b>	<b>black</b>	<b>pain</b>
<b>brain</b>	<b>paint</b>	<b>place</b>
<b>rash</b>	<b>blame</b>	<b>train</b>
<b>main</b>	<b>faint</b>	<b>want</b>
<b>chain</b>	<b>camp</b>	<b>tail</b>
<b>said</b>	<b>frame</b>	<b>flash</b>

**SORT 14 Short -o and Long -o (CVCe and CVVC)**

ō CVC	ō CVCe	ō CVVC
lost	drove	road
chose	boat	love
goat	soap	knock
slope	foam	load
whole	none	toast
soft	toad	coat
float	cross	stone

**SORT 15 Short -u and Long -u (CVCe and CVVC)**

ŭ CVC	ū CVCe	ūi CVVC
oo CVVC	cube	food
fruit	crust	bloom
smooth	suit	built
dude	skunk	broom
mood	bump	juice
trust	build	moon
prune	spoon	tooth

**SORT 16 Short -e and Long -e (CVVC)**

ē CVC	ēē CVVC	ēā CVVC
less	feet	mean
green	team	been
sleep	web	speak
clean	keep	sweep
teeth	heat	week
weak	next	peach
leaf	teach	jeep

**SORT 17 "The Devil Sort" Short -e and Long -e (CVC and CVVC)**





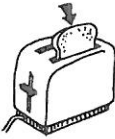



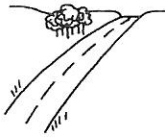



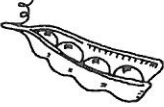




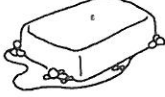

ē CVC	ēā CVVC	ēē CVVC
ēā CVVC	when	dead
trees	each	reach
head	queen	east
street	bread	seat
dream	great	lead
steam	sled	sweet
breath	beach	death

SORT 18 Review for CVVC Pattern (ai/oa/ee/ea)

wait	read	need
beast	toast	wheel
sheep	seat	coast
mail	deaf	three
neat	moan	sheets
meant	rail	cheek
pea	throat	dread
cream	sail	thread

# Spell Check 2 Sorts 13-18 CVC Patterns

Name \_\_\_\_\_

<p>1. _____          _____          _____</p> 	<p>2. _____          _____          _____</p> 
<p>3. _____          _____          _____</p> 	<p>4. _____          _____          _____</p> 
<p>5. _____          _____          _____</p> 	<p>6. _____          _____          _____</p> 
<p>7. _____          _____          _____</p> 	<p>8. _____          _____          _____</p> 
<p>9. _____          _____          _____</p> 	<p>10. _____          _____          _____</p> 
<p>11. _____          _____          _____</p> 	<p>12. _____          _____          _____</p> 
<p>13. _____          _____          _____</p> 	<p>14. _____          _____          _____</p> 
<p>15. _____          _____          _____</p> 	<p>16. _____          _____          _____</p> 
<p>17. _____          _____          _____</p> 	<p>18. _____          _____          _____</p> 
<p>19. _____          _____          _____</p> 	<p>20. _____          _____          _____</p> 