

Looking In Depth At The English Spelling System
Syllables and Affixes: Words Their Way, Level D

“**The Syllables and Affixes Stage** represents a new point in word analysis because there is more than one syllable to consider and each syllable may present a spelling problem. The accented second syllable in *parading* might be spelled several ways, as in *PERAIDING*. Problems with unaccented final syllables are also evident in *BOTTEL* for *bottle* and *DAMIGE* for *damage*. As the name of the stage suggests, in addition to syllables, students grapple with meaning units such as prefixes and suffixes (known collectively as **affixes**) and begin to stuffy base words as **morphemes** or meaning units that must retain their spelling when affixes are added. In *KEPER* for *keeper*, the student may be relying on sound rather than knowledge of the **spelling meaning connection** of the base word *keep*.”

(Bear, Iverson, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 204)

Sort	Key Content Knowledge About Our Spelling System
Sort 1 Review Syllable Junctures: Open (VCV, VVCV, VV) and Closed (VCV, VCCV, VCCCV)	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • V=vowel and C=consonant. • Every vowel has two sounds, commonly referred to as <i>long</i> and <i>short</i>. The five short vowels can be heard at the beginning of these words: apple, Eddy, igloo, octopus, and umbrella. Short vowels can be marked with a breve (ă) to denote their unique pronunciation. The long vowel sounds say their letter names and can be marked with a macron (ā). • Students will be focusing on the syllable patterns: open (VCV, VVCV, VV) and closed (VCV, VCCV, VCCCV) and noting where syllables meet, known as <i>syllable juncture</i>. • <i>Open syllables</i> (CV and CVV) are syllables that end with a vowel, and the vowel sound is long (e.g., be or tiger). • <i>Closed syllables</i> (CVC and CVCC) are syllables that end with or are closed by one or more consonants, and the vowel sound is short (e.g., hot, plant, or Tigger). The teacher can tell students that when you “close the door” on the syllable, the consonant(s) blocks the vowel so that it can’t stretch out and must remain “short.” • Teacher will show students how to identify the syllable break in each word. Students will be focusing on the pattern in the middle of each word. It may be helpful to review the “rabbit rule”: <ul style="list-style-type: none"> ○ “The word rabbit divides between the two consonants, rab/bit. The first syllable, rab, is closed, and the vowel is pronounced as a short a. The word label divides before the consonant, la/bel. The first syllable, la, is open, and the vowel is pronounced with a long a

	<p>sound. Known as the “rabbit rule,” it’s a simple formula to remember: in a two-syllable word, there’s a double consonant in the middle after a short vowel.”</p> <ul style="list-style-type: none"> • It is helpful to have students also notice which words contain <i>long vowels</i> and which contain <i>short vowels</i>. • Students will be analyzing words as <i>syllabic chunks</i> (where the words break by syllables), so that they can use the appropriate chunks to quickly and accurately read and spell polysyllabic words. • Note: This is a review sort; these concepts have also been addressed in Level C. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009, p. 10)</p>
<p>Sort 2 *Spell Check</p> <p>Review Open and Closed Syllables and Inflected Endings</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1 (see above) as it also pertains to this sort. • This sort focuses on the <i>inflected endings</i> –ed and –ing. An <i>inflected ending</i> is a type of suffix. These suffixes can change the number or tense of the <i>base word</i> (a word to which prefixes and/or suffixes can be added and that can stand on its own), but they do not change the meaning or part of speech of the word. • One pattern students will notice is <i>doubling the final consonant before adding the inflected ending</i>. When a <i>base word</i> has a <i>short vowel sound</i> before the final consonant, double the final consonant before adding a suffix starting with a vowel (such as –ed or –ing) in order to keep the short vowel sound. These words will be sorted into one category. <ul style="list-style-type: none"> ○ One way to simplify the above rule is the “one-one-one rule.” If there is one syllable, one vowel, one consonant, then double the final consonant before adding the inflected ending. • Students are often confused with what to do with words that already end with a double consonant (such as dress). The teacher can address this by showing students that since the <i>base word</i> already ends with a double consonant, the word does not need to have the final consonant doubled. Therefore, these words (e.g., dress) should not be placed in the “double the final consonant” category. • Another pattern students will notice is <i>dropping the final silent “e” before adding the inflected ending</i>. When there’s a silent “e” at the end of the word, drop it before adding a suffix that starts with a vowel. These words will be sorted into a second category.

	<ul style="list-style-type: none"> • The remaining words will be sorted into a “just add –ed” category. When a root word ends with two consonants already (e.g., pick), just add –ed. The vowel sound will stay short. Students can think of it as the two consonants “protecting” the short vowel. When the root word has two vowels together that make a long vowel sound (e.g., cheat) before the final consonant, just add –ed. • After completing Sort 2, administer Spell Check 1a (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 147. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p style="text-align: center;">Sort 3</p> <p>Review Long Vowel Patterns in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Teacher will need to show students how to identify the syllable break in each word. Students will also be noticing which syllables are <i>accented</i> and which are <i>unaccented</i>. An <i>accented syllable</i> is the one that is emphasized. An <i>unaccented syllable</i> is the one in which the spelling of the vowel is not clearly long or short. • Students will sort words into two categories. Some words will have the <i>emphasis</i> on the long vowel (or open syllable) in the first syllable (e.g., crayon) and some will have the emphasis on the long vowel in the second syllable (e.g., remote). • Teacher will need to review how to tell which syllable is stressed or emphasized. Students can clap once if the first syllable is accented and twice if the second syllable is accented. Students can also consider which syllable “sounds louder”. <ul style="list-style-type: none"> ○ If students are having difficulty with this, they can rest a hand lightly under their chin (at the edge). The chin descends more for the accented syllable! • The teacher can have students practice with <i>homographs</i> (words that are spelled alike but whose meaning and part of speech changes with a shift in accent) to show the accented versus unaccented syllables (e.g., Would you present the present to the guest of honor?) <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009)</p>
<p style="text-align: center;">Sort 4</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 3 (see above) as it also pertains

<p>Review Long Vowel Pairs oa, ow, oo in Accented Syllables</p>	<p>to this sort. This sort also involves finding the accented and unaccented syllables.</p> <ul style="list-style-type: none"> • Teacher will lead students to understand that, in this sort, the long vowel sound (oa, ow, or oo) is always found in the accented syllable. • Students will notice that, in this sort, “oa” and “ow” both have the same sound: long o. This is an example of <i>ambiguous vowels</i>, vowels which represent a range of sounds and spellings. Students should create one category for “oa” words and one for “ow” words. • When students are sorting words into the “oa” and “ow” categories, the teacher should lead them to understand that the position of the ambiguous vowels matters in determining how the words should be spelled. For example, “oa” is often found in the middle of the word or within syllables. “Oa”, sounding like long o, would not likely be found at the end of words or syllables. Students can understand that “ow”, sounding like long o, would most likely end a word. • Looking at this sort, students can notice that most of the words in the “ow” column contain <i>base words</i> that end in “ow” with suffixes added (e.g., mower contains mow, towing contains tow, slowly contains slow, rower contains row.) <i>Medial</i> (used to denote a sound or letter pattern that is between the initial and final positions) long o is usually spelled “oa” and final long o is usually spelled “ow”. • The “oo” words produce a long “u” sound and should be sorted into a third category. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009, p. 12)</p>
<p>Sort 5 *Spell Check</p> <p>Review Vowel Pairs ai, ee, ea in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1 and Sort 3 (see above) as they also pertain to this sort. This sort also involves finding the accented and unaccented syllables, as well as distinguishing between short and long vowels. • Teacher will need to review with students the different sounds these vowel pairs can make. When reading aloud these words students will hear and note that the vowel pairs can produce both long and short sounds (e.g., feather and bleacher). • Students will need to notice whether these vowel pairs are found in the first or second syllable and whether they are heard as long or short vowels. They will create three categories (1st syllable long, 1st syllable short, 2nd syllable long).

	<ul style="list-style-type: none"> • Note: This is a complicated sort like many in Level D and therefore it may be necessary to introduce the sort over several days (i.e., before sorting into these categories, the teacher will want to work with students on identifying short and long vowel pairs and, in a separate session, work on identifying the syllables, both accented and unaccented.) • This is the first sort in Level D in which “oddballs” (or words which don’t fit the patterns either visually or auditorally) are introduced. Students will notice that all the “ai” vowel pairs produce a long a sound, whether they are in the first or second syllable of the word. Captain is an oddball because the “ai” produces a short “a” sound. Greatness is an oddball because, instead of producing either a short “e” or a long “e” sound, “ea” produces a long “a” sound. Beauty is an oddball because the “eau” combination produces a <i>diphthong</i> (a vowel in a syllable that produces two subtle sounds by gliding from one vowel sound to another) sounding like “yoo”. • After completing Sort 5, administer Spell Check 1b (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 148. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009)</p>
<p align="center">Sort 6</p> <p>Ambiguous Vowels oy, oi, ou, ow in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1, Sort 4, and Sort 5 (see above) as they also pertain to this sort. This sort involves dividing words into syllables, working with ambiguous vowels, and diphthongs as well as identifying oddball words. • This sort involves distinguishing between the “oi” sound found in the “oi” and “oy” words and the “ow” sound found in “ou” and “ow” words. It will be helpful to focus first on the auditory differences in these words (oi/oy versus ow/ou), and then later sort by syllables. • When students are sorting words into “oi” and “oy” categories and “ou” and “ow” categories, the teacher should lead them to understand that the position of the ambiguous vowels will affect how the word is spelled. For example, “oi” and “ou” are often found in the middle of the word or within syllables. Students can understand that “ow” and “oy” are more likely to end a word and be in the final position. • Explain to students that the vowel sounds /ow/ (spelled ow or ou) and /oi/ (spelled oi or oy) are <i>diphthongs</i> (see Sort 5). In these diphthongs, <i>w</i> and <i>y</i> are acting as vowels.

	<ul style="list-style-type: none"> In this sort, trouble, double, and southern are “oddballs” (see Sort 5) because the “ou” produces a short “u” sound. Doughnut is an “oddball” because the “ou” produces a long “o” sound. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009)</p>
<p style="text-align: center;">Sort 7 *Spell Check</p> <p style="text-align: center;">Ambiguous Vowels au, aw, al in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 1, Sort 4, and Sort 5 (see above) as they also pertain to this sort. This sort also involves dividing words into syllables, working with ambiguous vowels and diphthongs as well identifying oddball words. This sort focuses on the <i>ambiguous vowel</i> patterns of “au,” “aw,” and “al.” It is important to note to students that while “w” and “l” are not vowels; in these pairs, the consonants are silent (not heard) and are thus considered part of the vowel pattern. When students are identifying patterns they notice, the teacher can lead them to notice that “au” will often come before a “c”, while “aw” will come before the letter “k”. “Aw” is also more likely to come before a “silent e” or a single “n” or “l”. “Aw” is more likely to be in the final position (ending the word or syllable), while “au” is more likely to be in the medial position (within syllables, in the middle of the word). Laughed is an “oddball” (see Sort 5) because the “au” vowel pair produces a short a sound. All right is an oddball because the first word ends with two “l”s, and it is a two word phrase. After completing Sort 7, administer Spell Check 2a (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 149. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009)</p>
<p style="text-align: center;">Sort 8</p> <p style="text-align: center;">R-Influenced “a” in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 1 (see above) as it also pertains to this sort. This sort also involves distinguishing between long and short vowels. The letter “r” influences or distorts the “a” vowel sound, so that it sounds neither purely long nor purely short. An <i>r-</i>

	<p><i>influenced vowel</i> is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable.</p> <ul style="list-style-type: none"> • The “r” produces two distinct sounds when influencing “a”: “ar” (r-influenced short a) and “air” (r-influenced long a). In order to produce the “air” sound, the “a” either needs to be followed by an “i” or by an “r” and a “silent e” (“air” or “are”). • Neva Viise comments, “R is a robber!” because the presence of an r following a vowel robs the sound from the vowel before it. • Note: One mistake students sometimes make is writing the “r” before the “a” because they hear the “r” sound first. • Note: Due to regional differences, some students may pronounce some of these “ar” words with an “ah” sound (e.g., cahpet instead of carpet). Regional dialects often show up in <i>r</i>-influenced words. Students do not have to adjust their pronunciation but teachers need to be aware their sorting may be different in terms of which words are placed in the oddball and pattern columns. • Toward is an “oddball” (see Sort 5) because the sound produced resembles the sound “or” rather than “ar” or “air.” <p>(Henry, <i>Unlocking Literacy</i>, 2003) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008, p. 177)</p>
<p>Sort 9 *Spell Check</p> <p>R-Influenced “o” in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 8 (see above) as it also pertains to this sort. This sort also involves <i>r</i>’s influence on vowels. • The letter “r” influences or distorts the “o” vowel sound, so that it sounds neither purely long nor purely short. An <i>r</i>-influenced vowel is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable. • Unlike with “r”-influenced “a” words, r affects “o” by producing only the “or” sound. Students will note that the same sound can be spelled either “or” or “ore.” • It will be helpful to discuss and review <i>r</i>’s influence on the “o” sound. Students can sort these words by whether the “or” falls on the first or second syllable. • Note: Due to regional differences, some students may pronounce some of these “or” words with an “ar” sound (such as orange, horrible, Florida, forest, florist, or horror). Students may sort words differently due to their own pronunciations. • Sorry is an “oddball” (see Sort 5) because it produces an “ar” sound instead of an “or” sound. Reward is an “oddball”

	<p>because even though it is spelled with an “ar”, it produces an “or” sound.</p> <ul style="list-style-type: none"> • After completing Sort 9, administer Spell Check 2b (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 150. <p>(Henry, <i>Unlocking Literacy</i>, 2003) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 10</p> <p>Words with “w” or /w/ Before the Vowel</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 8 (see above) as it also pertains to this sort. In addition to focusing on w’s influence on vowels, this sort also involves r’s influence (along with the “w”) on vowels. • In this sort, students learn about the influence of both “w” and /w/ (the “w” sound, which in this case, can also be produced by the “squ” or “qu” blend) on vowels. • Students should notice that because of the influence of the “w” and the “r”, the “ar” (as in wardrobe) sounds like /or/, and the “or” (as in worry) sounds like /ər/. The w exerts influence on the vowel that follows it. • Students should create three categories: one for /war/ words, one for /wor/ words, and a final category for /wa/. Please note that in each of these categories, students should include all the words that meet the requirements of the “w” sound. The words do not have to start with “w”. For example, “quarrel” should be placed in the /war/ column because it produces the /war/ sound. • “W” without the “r” still exerts an influence. The w produces a “broad a” sound, which sounds like a short “o” sound. Waffle and wander are examples of this. These words should go in the third column. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 11</p> <p>/ər/ Spelled er, ir, ur, in First Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Because of r’s influence, -ir, -er, and –ur in the first syllable are indistinguishable sounds. A listener cannot tell the difference between them. All of them have the sound /ər/. Despite this, it is still important for students to note that all three combinations make this same /er/ sound. They can practice saying the words aloud, so that they notice that these three visual spellings are associated with the /er/ sound.

	<ul style="list-style-type: none"> • Students should sort the words into three columns (ir, er, and ur). Since the /ər/ sound has three different spellings, students will need to memorize the correct spelling of each word. You can point out to students, however, that –er is used the most frequently, -ir is the second most common, and –ur is the least common. • Spirit is an “oddball” (see Sort 5) because the “ir” sounds like “eer” as in “cheer” instead of like /ər/. Merry is an “oddball” because it does not sound like /ər/. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Traub, <i>Recipe for Reading</i>, 1993)</p>
<p>Sort 12 *Spell Check</p> <p>/ər/ and R-influenced e Spelled er, ear, ere, and eer in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 8 (see above) as it also pertains to this sort. This sort also involves r’s influence on vowels. • The letter “r” influences or distorts the “e” vowel sound, so that it sounds neither purely long nor purely short. An <i>r-influenced vowel</i> (also known as an r-controlled vowel) is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable. • The “r” produces two sounds when influencing “e”: /ər/ (r-influenced short “e”) and “eer” (r-influenced long “e”). In order to produce the “eer” sound, the “e” either needs to be followed by another “e” or by an “a” (“ear” or “eer”) or by an “r” and a “silent e” (“ere”). • Students can sort by both visual spelling patterns and by sound. Students can sort by the visual patterns they see (er, ear, ere, and eer) and also by whether the words produce an r-influenced short “e” or an r-influenced long “e” sound. • Note: “ear” can produce both sounds (e.g., earthquake and teardrop). • After completing Sort 12, administer Spell Check 2c (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 151.
<p>Sort 13</p> <p>Unaccented Final Syllable -le</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1 and Sort 3 (see above) as they pertain to this sort. This sort also involves distinguishing between open and closed syllables, breaking words into syllabic chunks, distinguishing between accented and unaccented syllables, and between long and short vowels. • Students will sort words into three categories. The “rabbit rule” (see Sort 1) will be helpful in selecting words for the VCcle category (e.g., mid/dle, set/tle) Lead students to

	<p>notice that the syllable break comes between the double consonants, resulting in closed syllables and a short vowel sound.</p> <ul style="list-style-type: none"> Students can also notice that in the VCle column, when only a single consonant precedes the –le, the vowel sound is usually long. This relates to the work of Sort 2 when students learned to double the final consonant to keep the vowel sound short. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 14 *Spell Check</p> <p>Unaccented Final Syllable /əɪ/ Spelled –le, -el, -il, -al</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> This sort builds on Sort 13 and introduces other final spellings for the sound /əɪ/. The sounds are indistinguishable, so it is key to review Sort 4 and Sort 11. Since the /əɪ/ sound has four different spellings, students will need to memorize the correct spelling of each word. You can lead students to notice, however, that –le is by far the most common ending, –el is the second most common, and –il and –al are used far less frequently. When in doubt, students should try –le. “There are over 1,000 words that end in –le, but only about 200 that end in –el.” <ul style="list-style-type: none"> Lead students to notice some helpful patterns. As they saw in Sort 13 and in this sort, a doubled consonant (e.g., as in middle) often will be followed by an –le. The letters “v” and “w” are often followed by –el. Fragile is an “oddball” (see Sort 5) because it ends with –ile instead of –il but still produces the /əɪ/ sound. Special is an “oddball” because it ends with –ial instead of –il or –al but still produces the /əɪ/ sound. After completing Sort 14, administer Spell Check 3a (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 152. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., p. 2008, p. 213)</p>
<p>Sort 15</p> <p>Unaccented Final Syllable /ər/ Spelled –er, -ar, -or</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review Sort 4 and Sort 11 first because in this sort the three spelling patterns produce sounds that are indistinguishable, and the vowels are ambiguous. It may be helpful for students to practice reading the words phonetically and contrasting these sounds with the /er/ sounds. (e.g., actor and then act/er/)

	<ul style="list-style-type: none"> • -er, -ar, and -or endings all produce the same sound: /er/. • There are some helpful patterns to share with students, to help them determine which ending to use. Please remind students that since these are <i>patterns</i> and not <i>rules</i>, there will of course be exceptions: <ul style="list-style-type: none"> ○ Many -er occupation words are of Old English origin. They tend to be basic survival words (e.g., farmer). ○ Many -or occupation words are of Latin origin. These tend to describe more “sophisticated” and modern occupations (e.g., professor). ○ Some -er words have a recognizable base word (since the base is Old English), such as farmer or brewer. ○ Base words which end in -ate tend to have an “or” suffix (e.g., the base word of educator is educate.) ○ -ct is often followed by “or” (e.g., doctor). ○ -er is the most common ending, and is much more common than either -or or -ar. Comparing (or comparative) adjectives always end with -er. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell,” <i>American Educator</i>, 2008-2009)</p>
<p style="text-align: center;">Sort 16 *Spell Check</p> <p style="text-align: center;">Agents and Comparatives</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 15 (see above) since this sort builds on it, requiring students to sort -er and -or words. • This sort focuses specifically on <i>agents</i> (people who do things, so these words will always be nouns) and <i>comparatives</i> (adjectives used to compare). -er and -or are both suffixes which mean “one who”. • Note: Only -er and -or words are used in this sort. The -ar ending is not used in <i>agent</i> words. There may be a typo in the Teacher Resource Guide, which mentions -ar words. • It will be helpful for students to first divide the words into “people who do things” and “words to compare” and then later focus on dividing them further into -er, -ar, and -or categories. • Students will notice that <u>all</u> comparative adjectives end with -er. Lead them to understand it is therefore helpful to think about the part of speech when determining how to spell an /ər/ word. • The patterns listed in Sort 15 (particularly about Old English and Latin base words) will be helpful in thinking about the “people who do things” column. • After completing Sort 16, administer Spell Check 3b (see

	<p>WTW Teacher Resource Guide Level D pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 153.</p> <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell,” <i>American Educator</i>, 2008-2009)</p>
<p>Sort 17</p> <p>More Final Syllables /ər/ Spelled –cher, -ture, -sure, -ure</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Since this is a complex sort, it is helpful to introduce the sort over a series of days. Students can first focus on the different sounds they hear. Three sounds are produced by these endings: –cher and –ture produce the /chur/ sound, –sure produces the /zhur/ sound and –ure produces the /yur/ sound. • Once students sort by sound, they will notice that –cher and –ture produce the same sound: /chur/. In order to determine how to spell words with the /chur/ ending, students should look at the base word. The words ending in –cher have a recognizable base word that ends in –ch (e.g., rancher comes from the base word ranch, teacher comes from the base word teach.) The teacher can also refer back to Sort 16, in which students learned that –er can mean “one who” (e.g., a teacher is one who teaches). • Senior is an “oddball” (see Sort 5) because it produces the /yur/ sound but ends with –ior. Danger sounds like /zhur/ but ends with –ger instead of –sure. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 18</p> <p>Unaccented Final Syllable /ən/ Spelled –en, -on, -an, -ain</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1, Sort 3, and Sort 11(see above) as they pertain to this sort. This sort also deals with indistinguishable sounds, ambiguous vowels, and unaccented and accented syllables. • As in previous sorts, all words have the same sound in the final syllable (/ən/), but the sound can be spelled four different ways. • It is helpful to point out to students that –en and –on are the more common of the spelling patterns. • Mission is an “oddball” (see Sort 5) because it produces the /ən/ sound but is spelled –ion. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>

<p style="text-align: center;">Sort 19 *Spell Check</p> <p>Unaccented Initial Syllables a-, de-, be-</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 1, Sort 3, and Sort 4 (see above) as this sort focuses on unaccented syllables and ambiguous vowels at the beginning of words (in the initial position). • Students can practice saying the words with an unaccented first syllable and an accented second syllable. • Divide and direct are “oddballs” (see Sort 5) because they begin with di- but produce the same sound as the de- words. Upon is an oddball because it begins with u- but produces the same sound as a-. • Share with students that the unaccented initial syllables provided are the most common. • This sort involves the <i>schwa</i> (the neutral vowel in unaccented or unstressed syllables, such as the sound that corresponds to the grapheme a- in asleep). Thus, a- is the schwa, and the “e” in de- and in be- is the schwa. A-, be- and de- are always unaccented syllables in this sort. • After completing Sort 19, administer Spell Check 3c (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 154. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Henry, <i>Unlocking Literacy</i>, 2003)</p>
<p style="text-align: center;">Sort 20</p> <p>Initial Hard and Soft c and g</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Students should explore the different sounds “c” and “g” can make when in the initial position. “C” is sometimes hard and sounds like /k/ and sometimes soft and sounds like /s/. • Lead students to notice that “c” and “g” are usually soft when followed by e, i, or y and hard when followed by a, o, or u. • If students are having difficulty understanding the difference between the hard and soft sounds, direct them to words that contain <u>both</u> sounds (e.g., cyclist or garage). • Teacher can explore with students the impact of the “c” and “g” patterns. For example, why is tongue spelled with a “u”? If it wasn’t, the hard “g” sound would become a soft one. <ul style="list-style-type: none"> ○ Note: This will be addressed further in Sort 22. • Teacher can also explore that while the soft “g” sounds like “j”, the soft “c” sounds like “s”, and the hard “c” sounds like “k”, these phonetic spellings rarely exist in English. If they did, we would have words like sirkus (circus) and garbij (garbage). • Some students may find the soft “g” sound at the end of the word. Teacher can point out that when “g” acts like “j” at the

	<p>end of the word, it usually needs a “dge” or “ge” to keep the “g” sound soft.</p> <ul style="list-style-type: none"> ○ Note: g acting like j and g found in the final syllable will be addressed in the next sort, so teacher can tell students that. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell,” <i>American Educator</i>, 2008-2009)</p>
<p style="text-align: center;">Sort 21</p> <p style="text-align: center;">Final –s and Soft c and g</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 20 (see above) as it pertains to this sort. This sort also focuses on the soft “c” and “g” sounds. When “g” is soft, it is often referred to as “g acting like j”. When “c” is soft, it can be referred to a “c acting like s”. • Since this sort is complex it may be helpful to introduce the sort in parts. Students can begin by sorting the words by the soft “g” and soft “c” sounds. Next, they can notice that the /s/ sound is produced by either –ce or –ss. Students should notice that the “silent e” at the end of the –ce words is essential to producing the soft “c” sound. Without the “e”, the “c” would be hard, sounding like k. Students should also notice that the double “s” is necessary in producing the soft “c” sound. <ul style="list-style-type: none"> ○ Note: This will be further addressed in Sort 23. • Next, students can work with the soft “g” words, noticing that they can be divided into either “ge” or “age” words. There is a subtle difference in the sounds produced. “Ge” sounds like /j/, and “age” sounds like /ij/. • Lead students to notice that the letter “d” is helpful in keeping the short vowel short when the “ge” occurs in the middle of a word. The teacher can show students that the “d” in gadget is necessary to keep the short “a” sound. Without it, the “a” would be long (gaget). • “Final /j/ sound after a short vowel in a one-syllable word is spelled –dge and –ge after a long vowel, a consonant, or two vowels (e.g., badge, fudge, age, hinge, scrooge).” <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell,” <i>American Educator</i>, 2008-2009, p. 12)</p>
<p style="text-align: center;">Sort 22</p> <p style="text-align: center;">*Spell Check</p> <p>More Words With g</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 20 (see above) as it pertains to this sort. This sort also focuses on the hard “g” sounds. • Teacher leads students to understand the “u” helps the “g” to

	<p>retain its hard sound. As students learned in Sort 20, “g” is usually soft before “l” or “e”. In this sort, students see that without the “u”, the “g” would often have a soft “g” sound (e.g., vague would be vage).</p> <ul style="list-style-type: none"> • As this is a complicated sort, it would be helpful for students to first sort by the position of the hard “g”. • There are several oddballs in this sort. Language and penguin are “oddballs” because the “gu” produces the /w/ sound instead of staying silent. Argue produces a long u sound. Gauge has a “u” in a different position and produces a soft “g” sound. Strong is an oddball because it ends with the blend –ng, strong is somewhat ambiguous as it does have the hard “g” sound, and students may put it in the –g column. • Teacher may choose to share that many Spanish words (such as guacamole, guava and iguana) produce the /w/ sound. • After completing Sort 22, administer Spell Check 4a (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 155. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 23</p> <p>/k/ spelled ck, -ic, -x</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • It may be helpful to review information in Sort 20 (see above) where hard c sounds are initially studied. The sound /k/ is produced by all these combinations, except that the sound /ks/ is heard in the –x words. • Students can begin by sorting into ck, -ic, and –x categories. Help students hear the slightly different sound produced by –x. Students should also notice that while –ic and –x are found in the final syllables, ck can be found in both the middle and at the end of words. • In terms of patterns, students should notice: <ul style="list-style-type: none"> ○ The –ck spelling is often necessary after a short vowel, particularly when the ck is in the middle of a word (e.g., pickle has a short “i” as opposed to pikle which would have a long “i”). ○ Final /k/ after a short vowel in a one-syllable word is spelled ck (e.g., quick). ○ For the final /k/ after a short vowel in a word with more than one syllable, -c is used (e.g., topic). • Stomach is an “oddball” (see Sort 5) because it produces the /k/ sound, even though it ends in –ach. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word</i></p>

	<p><i>Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed., 2008)</i> (Carreker, Joshi, Moats and Treiman, “How Words Cast Their Spell,” <i>American Educator</i>, 2008-2009, p. 12)</p>
<p>Sort 24 /qw/ and /k/ Spelled qu</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • While all of the words in this sort contain the combination “qu”, two sounds are produced: a /qw/ sound and a /k/ sound. • Students can sort the words by these two sounds. It would also be helpful to do a syllable sort. Students should notice that when “qu” is at the beginning of the word, it produces the /qw/ sound. Teacher may share that in French “qu” at the beginning of a word produces a /k/ sound. • When “qu” is found in the middle of a word, it can produce either the /qw/ or the /k/ sound, but it is worth noting that the /qw/ sound is far more common. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed., 2008)</i></p>
<p>Sort 25 Words With Silent Consonants</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • This sort will require students to sort into six categories based on which silent consonant is used. • In terms of patterns, students should notice: <ul style="list-style-type: none"> ○ The silent “g” often precedes an “n”, whether it is in the initial, medial, or final position (e.g., gnarl, assignment, resign). ○ The silent “k” also often precedes an “n” (e.g., knowledge). Teacher can point out that silent “k” is usually found at the beginning of a word (initial position). Doorknob is an exception (“k” is found in the medial position) because doorknob is a compound word, using the word knob. Students can note that “kn” is not found in the final position of words. ○ Silent “t” often follows an “s” (e.g., listen or fasten). ○ Silent “w” often precedes an “r” (e.g., wreckage or wrestle). Students can search for other words that show this pattern (e.g., wrong, wrap, wrinkle, etc.). Note: There are many “wr” words that students could look for (e.g., a word hunt) since this is a common pattern. ○ Silent “gh” is often part of a larger “ough” or “ought” pattern. Students can also engage in a word hunt looking for other words that fit this pattern. • It is interesting for students to notice where the silent consonants fall in the word: initial, medial, or final position. (Review Sort 4 for definitions of positions.) Students can re-

	<p>sort words depending on where the silent consonants are found.</p> <ul style="list-style-type: none"> Teacher may share with students that silent consonants weren't always silent! Many words with the silent consonant combinations "kn", "wr", "gn", and "gh" "often have silent letters that were once pronounced. The pronunciations of the words changed over time, but the spellings did not—they continued to convey the earlier pronunciations." <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," <i>American Educator</i>, 2008-2009, pgs. 10, 12)</p>
<p>Sort 26 *Spell Check</p> <p>Words With gh and ph</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 25 (see above) as this sort reviews the silent "gh" sound studied in Sort 25. It will be helpful to break this sort into parts, as it is complicated. Teacher may wish to begin by having students separate the "gh" words from the "ph" words. Students can then to sort the "gh" words into two categories: those words in which the "gh" is silent (as was studied in Sort 25) and those in which the "gh" produces the /f/ sound. <ul style="list-style-type: none"> The teacher should lead students to understand that the position of the "gh" matters in determining how the sound should be pronounced. Students should notice that –gh at the end of a word produces the /f/ sound. However, "gh" in the middle of a word is often silent (e.g., taught or height). Students can then sort the "ph" words, depending on whether the "ph" is found in the initial or medial position. <ul style="list-style-type: none"> Students should notice that "ph" produces the /f/sound regardless of its position. After completing Sort 26, administer Spell Check 4b (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 156. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," <i>American Educator</i>, 2008-2009, p. 12)</p>
<p>Sort 27</p> <p>Prefixes re-, un-</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> "The most common prefixes in the English language are un- (meaning "not"), re- ("again"), in- ("not"), and dis- ("not");

	<p>these four prefixes account for about 58% of all prefixes in the language” (White, Sowell, and Yanagihara, 1989).</p> <ul style="list-style-type: none"> • <i>Prefixes</i> (affixes attached at the beginning of a base word or a word root) and <i>suffixes</i> (affixes attached at the end of a base word or word root) are collectively known as <i>affixes</i> (a suffix or prefix attached to a base word, stem, or root). Specifically, re- and un- are <i>derivational affixes</i> (affixes added to base words that affect the meaning and/or part of speech). • Base words are <i>morphemes</i> (meaning units that must retain their spelling when affixes are added). • In this sort, students are focusing on the prefixes re- and un-. It is helpful to have students break the words into “chunks” and remove these prefixes to understand the meanings of the base words. They can remove the prefixes, discuss meaning, and then reattach the prefixes. • Earlier, during Sort 1, students divided words into syllabic chunks. In this sort, it is more helpful to show them how to break words up into <i>morphemic chunks</i> (the parts of the word connected to meaning). For example, breaking the word unhappy into un-happy is dividing it into morphemic chunks, while un-hap-py would be dividing it into syllabic chunks. • Students will understand that prefixes and suffixes combine with a base word to form a new word. These prefixes and suffixes can change the meaning of the base word, in some cases (such as with un-) creating an <i>antonym</i> (a word of opposite meaning). • Students should be given the opportunity to infer the meanings of re- and un- for themselves by thinking about what the words mean with and without the prefixes. “Insights will evolve as students talk about the meaning of the base word and how it changes with the addition of the prefix.” • Uncle, reptile, and rescue are the “oddballs” in this sort (see Sort 5) because while they begin with “un” and “re”, these letters do not act as prefixes. Students can see that when they remove the “un” and “re” from these words, they are not left with meaningful base words. These words just happen to start with “un” and “re”. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008, pgs. 178, 204, 207, and 213)</p>
<p>Sort 28 Prefixes dis-, mis-, pre-</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 27 (see above) as this sort also involves working with prefixes. • When teaching this sort the teacher will want to follow many

	<p>of the procedures and strategies described in previously for Sort 27.</p> <ul style="list-style-type: none"> • In this sort, students will be focusing on how the prefixes dis-, mis-, and pre- affect the meaning of the base words. • Teacher can lead students to notice that dis- and mis- act much the way un- does. Adding them creates antonyms. <ul style="list-style-type: none"> ○ Note: It is interesting to discuss the subtle difference between mis- and dis- when looking at the words “displace” and “misplace”. Students can explore how the meanings of those words differ. Teacher can tell students that while similar, the prefix dis- means “not”, while the prefix mis- means “badly”. • Similar to Sort 27, students can infer the meaning of the prefix pre- (“before”). • After students have learned five prefixes, they can practice adding different prefixes to the same base word to see how the meanings differ. • Precious, mister, and distant are the “oddballs” in this sort (see Sort 5) because while they begin with “pre”, “mis”, and “dis”, these letters do not act as prefixes. Students can see that when they remove the “pre”, “mis”, and “dis” from these words, they are not left with meaningful base words. These words just happen to start with “pre,” “mis,” and “dis.” <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p style="text-align: center;">Sort 29</p> <p>Prefixes ex-, non-, in-, fore-</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 27 (see above) as this sort also involves working with prefixes. • In this sort, students will focus on how the prefixes ex- (“out” or “without”), non- (“not”), in- (which can mean either “not” or “in” or “into”, and fore- (“before” or “in front of”) affect the meaning of the base words. The teacher will want to follow many of the procedures and strategies described for Sort 27. • Teacher can lead students to notice that non- and in- can act much the way previously studied un- and dis- do. Adding them creates antonyms. Students can also compare fore- and the previously studied pre-. <ul style="list-style-type: none"> ○ Note: It is interesting to discuss the subtle difference between these prefixes. Students can explore how the meanings of these prefixes subtly affect base words. • Similar to Sort 27, students can begin to infer the meaning of the prefixes. • In the previous two sorts, students noticed how prefixes are added to recognizable base words. This is not the case with the prefix ex- and that should be noted. Teacher can tell

	<p>students that ex- is often used with Latin roots.</p> <ul style="list-style-type: none"> This sort is also subtly different in that the prefix in- has two distinct meanings. It would be helpful for students to re-sort the in- words into two categories (after they notice this) to reflect this. When deciding which prefix meaning works best, students must use context clues. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 30 *Spell Check</p> <p>Prefixes uni-, bi-, tri-, and Other Numbers</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 27 (see above) as this sort also involves working with prefixes. In this sort, students will focus on how the prefixes uni- (“one”), bi- (“two), and tri- (“three”) help to convey the meaning. The teacher will want to follow many of the procedures and strategies described for Sort 27. As they did in Sort 27, students can begin to infer the meaning of the prefixes. Teacher should lead students to note that some prefixes precede base words (e.g., biweekly or triangle), but many more precede roots or suffixes, some of which come from Latin and Greek (e.g., trilogy, in which “logy” is a Greek suffix meaning “science of” or unison in which the root “son” means sound). <ul style="list-style-type: none"> Note: It can be a fun extension for students to research these Greek and Latin roots and suffixes and find more examples of times they are used. Students will naturally extend this pattern and think of words starting with quad- (four), pent- (five), etc. While the sort shows just an “other” category, the teacher can extend the sort by including other numerical prefixes. <ul style="list-style-type: none"> Note: This sort also connects to Geometry concepts taught in the math curriculum. After completing Sort 30, administer Spell Check 5 (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 157. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 31</p> <p>Suffixes –y, -ly, -ily</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 27 (see above) for information mentioned about suffixes and base words. It will also be helpful to review Sort 2 which involved inflected endings and changing the spelling of words when adding them.

	<ul style="list-style-type: none"> • In this sort, students will focus on how the suffixes -y (“having/like”), and -ly and -ily (“in the manner of”) affect the meaning of the base words. • Similar to Sort 27, students can begin to infer the meaning of the suffixes. • This sort also requires that students are familiar with parts of speech (nouns, adjectives, adverbs). Separate studies on parts of speech (perhaps done earlier in the year) will help students in this sort. • It will be helpful to break this sort down into parts. Students can begin by sorting the words into -y and -ly columns. As in previous sorts, students can start separating the base words from the suffix (perhaps by boxing them off). • Students should see that all the words in the -y column have a recognizable root word. However, while some require that a “y” is simply added (e.g., rain + y = rainy), others require that students double the final consonant (e.g., fog becomes foggy when the “g” is doubled). Others require that the final silent “e” is dropped before adding the “y” (e.g., breeze + y = breezy once the “e” is dropped). <ul style="list-style-type: none"> ○ Note: These concepts have been taught in Sort 2 and therefore it will be helpful to refer back to that sort and review it with the students. • Next, students can re-sort the “ly” column they created. By using the boxing method described above students can discover: <ul style="list-style-type: none"> ○ That when a base word ends with a consonant, just add “ly” (e.g., quick + ly = quickly). ○ But when a base word ends with “y” (acting as a vowel and producing the long “e” sound), it is necessary to change the “y” to an “i” before adding the suffix -ly (e.g., angry becomes angrily). This is what causes some words to be -ily words. • Note: This sort relates to the work of Sort 23, Level C. In this sort students learned that when adding suffixes to words that end in “y” preceded by a consonant, change the “y” to an “i.” <p>(Bear, Ivemizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p style="text-align: center;">Sort 32</p> <p style="text-align: center;">Comparatives -er, -est</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 16 as it pertains to comparatives (comparing words). Also review information in Sort 31 that connects to changing the “y” to an “i” before adding a suffix beginning with a vowel. Finally, review information in Sort 27 about suffixes and base words.

	<ul style="list-style-type: none"> • It is helpful to break this sort up into parts. First, students should sort the words into –er and –est suffixes. Next, students can use the boxing method for finding the base words, and, as in previous sorts to determine which words require doubling the final consonant and which words require dropping the silent “e”. • Similar to Sort 31, students will then identify which base words end with “y” preceded by a consonant (e.g., dirty). These words are sorted into the –ier and –iest suffix columns. • This sort reviews comparative adjectives, but it also introduces <i>superlative adjectives</i> (a degree of grammatical comparison that denotes an unsurpassed level or extent). It is helpful to lead students to understand that –er suffixes are used when comparing two things and –est suffixes are used when comparing more than two things. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 33 *Spell Check</p> <p>Suffixes –ness, -ful, -less</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 27 Box about suffixes and base words. Also review information in Sort 31 related to changing the “y” to an “i” before adding a suffix beginning with a vowel. • This sort also requires that students are familiar with parts of speech (nouns and adjectives). Separate studies on parts of speech (perhaps done earlier in the year) will help students with this sort. • Adding –ness to adjectives turns them into nouns (e.g., good becomes goodness) and adding –less to nouns turns them into adjectives (e.g., hope becomes hopeless). Students can make generalizations about the parts of speech of other words that have these suffixes. • In this sort, students will focus on how the suffixes -ness (“a state of being”), -ful (“full of” or “having”) and –less (“without”) affect the meaning of the base words. The teacher will want to follow many of the procedures and strategies described in for Sort 27. • Most base words in this sort can be found by boxing off the base word from the suffix. Words with common suffixes may require changing a letter. For example, students will need to change the y to an i when a suffix is added to a word that ends in a consonant and a final y (e.g., happiness, plentiful, and penniless). • Note: Students should see that when they add –ness, -ful, and –less in this sort, they do not need to drop the silent “e” as they did in previous sorts because these suffixes start

	<p>with consonants.</p> <ul style="list-style-type: none"> • After completing Sort 33, administer Spell Check 6 (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 158. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," <i>American Educator</i>, 2008-2009, p. 12)</p>
<p style="text-align: center;">Sort 34</p> <p style="text-align: center;">Homophones</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Homophones</i> are words that sound alike but are spelled differently, and have different meanings (e.g., <i>bare</i> and <i>bear</i>, <i>pane</i> and <i>pain</i>, <i>forth</i> and <i>fourth</i>). The word homophone is formed from the two derivatives homo (same) and phone (sound). • It is necessary for students to write the words being studied in sentences, since the spelling of a homophone is determined by its context. <ul style="list-style-type: none"> ○ <i>Homophones</i> are often confused with <i>homographs</i> which are words that are spelled the same way, but are pronounced differently and have different meanings. For example, minute (element of time) and minute (small). ○ <i>Homonyms</i> are words that are spelled the same way and sound the same, but have different meanings. For example, <i>bat</i> (an animal) and <i>bat</i> (used to hit a cricket ball). • Students may wonder why homophones are included in the English language. <ul style="list-style-type: none"> ○ "The major goal of the English writing system is not merely to ensure accurate pronunciation of the written word; it is also to convey meaning. If words that sound the same were spelled the same way, their meanings would be harder to differentiate. For example, if we regularize the spelling, then the sentence <i>They rode along the rode and, when they reached the lake, they rode across it</i> would be hard to understand, while <i>They rode along the road and, when they reached the lake, they rowed across it</i> makes sense". <p>(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," <i>American Educator</i>, 2008-2009, pgs. 8-10)</p> <p>(Bolton and Snowball, <i>Teaching Spelling: A Practical Resource</i>, 1993, p. 69)</p>

<p>Sort 35 *Spell Check</p> <p>Homographs</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 34 about homophones and homographs. It is also helpful to review information in Sort 3 regarding the difference between accented and unaccented syllables. • Students can practice changing the syllable emphasis in the <i>homographs</i> to show the accented versus unaccented syllables and see how these changes affect meaning. Students can even use both homographs in the same sentence (e.g., Would you present the present to the guest of honor?) • Students can also practice breaking the words into syllabic chunks (see Sort 1) so that they can clearly see which syllable is accented. • It is also interesting to note that many homograph pairs also have different parts of speech depending on emphasis and meaning. Students should notice that with the nouns, the first syllable is accented. With the verbs, the second syllable is accented. <ul style="list-style-type: none"> ○ <i>Homographs</i> which are words that are spelled the same way, but are pronounced differently and have different meanings. For example, minute (element of time) and minute (small). ○ The word homophone is formed from the two derivatives homo (same) and graph (writing). • After completing Sort 35, administer Spell Check 7a (see <i>WTW Teacher Resource Guide Level D</i> pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 159. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p> <p>(Bolton and Snowball, <i>Teaching Spelling: A Practical Resource</i>, 1993, p. 69)</p>
<p>Sort 36 *Spell Check</p> <p>Vowel Patterns ie, ei</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Students may know the “rule” at this point of “i before e except after c or when sounding like a as in neighbor or weigh.” This “rule” can be helpful as a starting point, but students will begin to discover the exceptions and variations during this sort. • The teacher can note that often, when “i” and “e” together have the sound of long e, the “i” comes first, except after “c”. The teacher can also note that the “c” pattern also occurs in the word “seize” and other words in the “seize” family. • It is helpful to divide this sort into parts. Students can first divide the words into categories based on whether they

contain an “ie” or an “ei”. Next, they can sort the “ei” words by sound (which words sound like long “a” and which sound like long “e”) and further subdivide by making a category for the “cei” words.

- Some of the “exceptions” (“ei” after “c” and words which produce the long “a” sound) have meanings which may be unfamiliar to students (e.g., **deceive**, **conceited**, **perceive**, or **freight**).
- After completing Sort 36, administer Spell Check 7b (see *WTW Teacher Resource Guide Level D* pages 20-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 160.

(Bear, Ivernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)

(Bolton and Snowball, *Teaching Spelling: A Practical Resource*, 1993, p. 69)