

SORTS FOR MIDDLE WITHIN WORD PATTERN

DIRECTIONS FOR R-INFLUENCED VOWELS SORTS 22-26

The directions here offer some ideas for guiding the sort and shows what the final sort will look like. See *Words Their Way* for complete instructions about how to place students, how to conduct sorts, and for follow-up activities that will assure students practice for mastery. Chapter 2 describes assessment, Chapter 3 describes organizations and core activities and Chapter 6 describes the within word pattern stage in detail. The most frequent r-controlled patterns are covered in these 5 sorts but there are additional patterns. See more words in Appendix E of *Words Their Way*.

Pretest: To determine how much students already know about the r-influenced vowel patterns, you may want to administer Spell Check 15 using the Progress Monitoring/Goal Setting Forms available with other assessment resources at this website.

WWP Sort 22. R-influenced A: ar, air, are

Although these vowels are sometimes referred to as long and short a it is probably best to just refer to the general category as r-controlled or r-influenced. Sort these first by sound using *car* and *care* as headers. Read down each column to check and to look for patterns and oddballs (*ear* might be considered a different pattern since there is a small set that includes *wear* and *tear*). Students should notice that there are different patterns under *care*. Create a new header with *chair* and sort again. Underline the *ar*, *are*, and *air* in the headers to designate the pattern and have students do the same with their own set of words. Discuss the homophones *bare/bear*, *hare./hair*, *pair/pear* and plan follow-up activities such as those described in Chapter 5 of *Words Their Way*.

<u>car</u>	<u>care</u>	<u>chair</u>	
bark	share	fair	bear
card	scare	hair	pear
dark	bare	pair	where
farm	rare		
start	hare		
yard			

WWP Sort 23. R-influenced e: er, ear, eer

These words are sorted in a way similar to sort 22. Note that *tear* is a homograph that can be pronounced two ways. *Here* and *hear* are homophones and *heard* is included here to contrast with those.

<u>her</u>	<u>hear</u>	<u>deer</u>	
fern	near	cheer	heard
germ	clear	sneer	here
term	year	jeer	
jerk	fear		
perch	tear*		
stern			
verse			

WWP Sort 24. R-influenced i: ir, ire (with a review of r-blends)

R is a slippery sound and students sometimes have a hard time determining where in the word it occurs so in this sort words with r-blends are included. Establish three categories before sorting by underlining the r-blend in grill, the ir in girl and the ire in fire.

<u>grill</u>	<u>girl</u>	<u>fire</u>
bring	dirt	wire
drip	bird	hire
trick	shirt	tire
trip	skirt	
drink	chirp	
grip	first	
drill	third	
	birth	

WWP Sort 25. R-influenced o: or, ore and war

These words all have the same sound so the first sort is by pattern. Ask students to identify the different ways to spell the sound. *War/wore* and *worn/warn* are homophones. The sound in these words have many others spellings but the number of words for each is small (see Appendix E in Words their Way).

<u>for</u>	<u>more</u>	<u>roar</u>	<u>war</u>
born	score	board	warn
worn	chore	oar	warm
short	wore		
north	store		
porch	shore		
storm			
fort			
torch			

WWP Sort 23. R-influenced u

These words are sorted in a manner similar to sort 23. Students should be successful sorting this on their own and identifying the patterns. Talk about how the w again has an influence on the or pattern that follows as is did with ar. *Heard* is revisited.

<u>fur</u>	<u>earn</u>	<u>word</u>
burn	learn	work
hurt	earth	worth
turn	search	world
church	heard	worm
burst	pearl	worst
curl		
surf		
purr		

Posttest: At this point you may want to administer spell check 15 using the Progress Monitoring/Goal Setting Forms available with other assessment resources.