

GLOBAL
EDITION



Words Their Way

Word Sorts for Within Word Pattern Spellers

THIRD EDITION



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Word Study

Word Sorts for Within Word Pattern Spellers

Third Edition
Global Edition

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Sort 19 Long O (CVCe, OA CVVC and Open Syllables OW and OE)

Generalisation: Long *o* can be spelled in a variety of patterns. When long *o* is heard at the end of a word in an open syllable, it can be spelled with *ow*, *oe* or just *o*.

ō-e CVCe	ōa CVVC	ōw CVV	ōe CVV	Oddballs
froze	coach	show	toe	whose
globe	roast	throw	doe	shoe
close	oat	slow	hoe	
wrote	roam	mow	foe	
	loaf	blow		
		know*		
		grow		
		snow		

Explore Meaning: Look up and discuss the multiple meanings of *close* (shut and nearby), *loaf* (bread and lazy) and *coach* (vehicle and teacher). *Foe* (enemy) and *roam* (wander) may be unfamiliar. Talk about the two ways to say *close* as in ‘close the door’ or ‘I am close to you’.

Sorting and Discussion:

1. Try an open sort for experienced sorters and warn students to be on the lookout for two oddballs. For a teacher-directed sort, begin by reading words aloud and discuss meanings as needed. Ask students who have looked up words to share their findings and use in sentences.
2. Ask, **What do you notice about the word *know*?** (It begins and ends with a silent letter; it has a homophone *no*.) **Can you find some other words that begin with silent letters?** (*whose* and *wrote*)
3. Ask, **What do you notice about all the words?** or **How might you sort these words?** Set up key words (set aside patterns for now) and then sort the rest of the words. Warn students to watch for oddballs.
4. After sorting, ask: **How are the words in each column alike?** Talk about the position of the

long *o* sound in either the middle or the end of the word. Explain that *w* is acting like a vowel and is silent, so the pattern is CVV and is ‘open’. Ask students where to place the pattern headers and discuss why the oddballs are odd.

5. Check the sort by reading down each column, making sure the sound and patterns are the same.
6. Reflect: **What did we learn from this sort?** Accept many responses, but be sure to talk about the four ways to spell the long *o* sound and the location of each pattern. Ask, **What did we learn in the last sort about long *a* at the end of a word?** (The ‘open syllable’ CVV was spelled *ay*.) Write *no*, *go*, *solo* and *yoyo*, and ask how to label those open syllables (CV). Long *o* can be spelled a lot of ways!

Extend: Have your students complete standard weekly routines. A word hunt will turn up many oddballs, so warn students to look for more ways to spell long *o* (e.g., *old*, *most*) and for oddballs that do not have the long *o* sound (*now*, *one*). The *Word Study Uno* game described in Chapter 6 of *Word Study* can be used to review long *o* patterns. For assessment you might dictate the sentence: *Show the coach how you throw a slow ball close to home base.*

Apply: Use the rime *-ow* in a *Build, Blend and Extend* activity: *bow*, *know*, *low*, *mow*, *row*, *sow*, *tow*, *blow*, *crow*, *flow*, *glow*, *grow*, *show*, *slow*, *snow* and *stow*. Ask students to spell *loan/lone* two ways and then discuss reasons for their spellings. Talk about how both the *oa* and *o-e* patterns are correct but mean different things because they are homophones. (Thinking of *alone* might help them remember how to spell one of them.) Then ask them how they would spell *flow* and why. Appropriate choices would be *flow*, *flo* or *floe*. (*Floe* is a homophone describing sheets of ice.) Talk about how thinking of sound, possible patterns and position can narrow the choices when they try to spell new words.

Additional Words: *sole*, *dome*, *pose*, *quote*, *rove*, *yoke*, *Rome*, *lope*, *tone*, *lone*, *coal*, *cloak*, *loaves*, *boast*, *coax*, *loan*, *own*, *bow*, *crow*, *glow*, *tow*, *flow*, *row*, *woe* (oddball: *broad*)

SORT 19 Long O (CVCe, OA CVVC and Open Syllables OW and OE)

ōē CVV	ō-e CVCe	ōā CVVC
ōw CVV	froze	coach
show	toe	slow
globe	shoe	blow
grow	whose	snow
roast	doe	throw
hoe	foe	close
oat	mow	know
wrote	roam	loaf

Sort 20 Short *U* and Long *U* (Open Syllables *EW* and *UE*)

Generalisation: Short *u* is always spelled with one vowel, but long *u* can be spelled in a variety of patterns. Long *u* at the end of a word can be spelled *ew* or *ue*. Remind students of other patterns for long *u* (*ui* and *oo*).

u CVC	u-e CVCe	-ew CVV	-ue CVV	Oddballs
thumb	cube	new*	blue	do*
brush	dune	grew	true	truth
stuck	fume	chew	due	
junk		dew	glue	
trunk		flew		
		stew		
		knew		
		crew		
		blew		

Homophones: *new/knew, dew/due, blue/blew*

Explore Meaning: Look up and discuss the multiple meanings of *trunk* (tree support, box, long snout) and *fume* (gas, fuss). Discuss *crew* (team) and *dune* (sand hill) as they may be unfamiliar.

Sorting and Discussion:

1. Begin by reading words aloud and discuss meanings as needed. Ask students who have looked up words to share their findings and to use the words in sentences. Save homophones for later.
2. Ask, **What do you notice about these words?** or **How might you sort these words?** Take different answers. Warn students to watch for oddballs as they sort independently.

3. After students have sorted, ask: **How are the words in each category alike? Which patterns are new and which are review?** Explain that the final *w* in the *ew* pattern acts like a vowel, and compare to *ow* and *ay* from previous sorts. Compare *oe* to *ue*. Write up *suit* and *moon* and ask students to identify other long *u* patterns. Pose more questions: **What words are oddballs and why? Can you find some homophones?** (Discuss the meanings of *new/knew, blew/blue* and *dew/due*.) **What words have a silent letter?** (*knew* and *thumb*)
4. Check the sort by reading down each column, emphasising the sound of the vowel and making sure the patterns are the same.
5. Reflect: **What did we learn from this sort?** Accept many responses but be sure to talk about the many ways to spell the long *u* sound and the location of each pattern.

Extend: Have your students complete standard weekly routines using their own words. Ask them to demonstrate their understanding of the homophones with pictures or sentences. You might dictate the sentence: *I knew he did not have a clue about the homework that was due in a few days.*

Apply: Use the rimes *ew* and *ue* in a *Build, Blend and Extend* activity: *dew, knew, pew, blew, chew, brew, due, hue, Sue, blue, clue, glue* and *true*. Ask students to spell *tusk* and then *dew/due* and discuss reasons for their spellings. Talk about how both the *ew* and *ue* patterns are correct but mean different things because they are homophones. Thinking of possible patterns, position and frequency are good strategies, but will not always result in a correct spelling—and sometimes meaning makes a difference! Short vowels are easier to spell by sound alone.

Additional Words: *crumb, tusk, plump, husk, slump, snuff, fuse, flew, strew, whew, screw, shrew, brew, hue, clue, flue, sue, cue, cruel, fuel*

SORT 20 Short *U* and Long *U* (Open Syllables *EW* and *UE*)

ŭ CVC	e [̄] w CVV	ū [̄] e CVV
ū-e CVCe	thumb	new
blue	cube	grew
truth	dune	trunk
chew	do	due
brush	glue	fume
junk	true	stuck
flew	stew	knew
crew	blew	dew

Sort 20A Long *U* and Long *OO* Words

In Sort 20A, words containing the long *ū* sound with a spelling pattern of *-ew* (*new*) or *u-e* (*tube*) are contrasted with words containing the same spelling patterns but with a long *oo* sound (e.g., *blew* and *flute*). These *oo* words will be considered again in Sort 36 when they will be contrasted against the short *oo* sound.

Introduce this sort by completing a sound sort with students first. Warn students that there is one oddball. While the words *do*, *flu* and *true* do not conform to the spelling patterns, they do fit the sound pattern. The word *sew* is the only word that doesn't conform to the sound pattern even though it contains the same spelling pattern.

Students may need to sort several times according to sound, as the similar spelling patterns and subtlety of sound may prove tricky. It is important that students are able to differentiate between the long *ū* and long *oo* sounds before moving on to the sound and pattern sort.

Sound sort for long *-u* and long *-oo* words

Long <i>ū</i>		Long <i>oo</i>		Oddball
tube	dew	flute	do*	sew
new*	fuse	blew	grew	
few	huge	blue	glue	
mule	tune	flu	true	
knew		clue		
stew		chew		
mute		crew		

*High-frequency word

When students are confident with the sound sort, move on to demonstrating the sound and pattern sort. Display the headers for the sound and pattern sort. Remind students that when a one-syllable word ends with a long-vowel sound, it is an open syllable. In *-ew* words, the letter *w* acts like a vowel; therefore, the consonant-vowel representation will be CVV. Work with students to identify the

bold words and match them up to the headers, discussing the C and V formations and how each of the key words matches its header.

Demonstrate the sound and pattern sort, pointing out to students that this time there are three oddballs. When sorting, don't reveal the oddballs (*sew*, *do* and *flu*) until the sort is completed and a sound check has been performed. The words *do* and *flu* conform to the sound pattern, but don't conform to the spelling pattern.

The word *sew* conforms to the spelling pattern but doesn't conform to the sound pattern. This is an excellent opportunity to discuss the importance of listening for the sound pattern while building on the spelling pattern so that students become more familiar with the most common spelling patterns for each sound. Note that long *ū* (open syllable *-ue*) has not been included in this sort since there are few one-syllable words in this category.

Sound and pattern sort for long *-u* and long *-oo* words

Long <i>ū</i> CVCe	Long <i>ū</i> CVV -ew	Long <i>oo</i> CVV -ew	Long <i>oo</i> CVV -ue	Oddballs
tube	few	blew	blue	flu
fuse	new*	chew	glue	do*
huge	knew	grew	true	sew
mule	stew	crew	clue	
tune	dew	flute		
mute				

*High-frequency word

Lastly, ask students to see if they can identify the homophones in this word sort: *blew/blue*, *flu/flew* and *new/knew*. While these words are not all identified as high-frequency words, it is important to be able to differentiate the spelling because they are common words and 'spell check' on the computer will not detect homophones as errors. The importance of the morpheme should be explained here. Understanding the meanings of homophone words is equally as important as the accurate spelling of such words.

SORT 20A Long *U* and Long *OO* Words

Long <i>ū</i> CVCe	Long <i>ū</i> CVV (-ew)	Long <i>oo</i> CVV (-ew)
Long <i>oo</i> CVV (-ue)	do	blew
<i>Oddballs</i>	few	chew
tube	new	grew
fuse	knew	crew
huge	stew	flute
mule	dew	blue
tune	clue	glue
mute	sew	true
flu		