

Looking In Depth At The English Spelling System
Within Word Pattern Spelling Stage: Words Their Way, Level C

“In the **Within Word Pattern Stage**, students must employ a higher degree of abstract thinking because they face two tasks at once. They must segment words into phonemes to determine the sounds they hear and need to represent and must choose from a variety of patterns that represent the same phoneme and usually involve silent letters (*cute, boat, suit*) or special consonant patterns (*lodge, itch*).”
 (Bear, Ivernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 174)

Sort	Key Content Knowledge About Our Spelling System
Sort 1 Long Vowel Patterns CVCe	<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). • A second vowel (e) is used to mark a particular sound and is called a silent vowel marker. • A silent letter “e” at the end of a word often signals of the preceding vowel letter, as in the difference between “rid” and “ride.” • The silent “e” makes the vowel “say” its name; sometimes this rule is called the “magic e rule.” • Possible oddballs (not listed) could include <i>prince, dance, and fence</i>. Although these words appear to have a long vowel pattern the e is there to mark the soft /c/. (See Sort 10) • Video: http://www.youtube.com/watch?v=NVe9a4dFIU <p>(Wikipedia) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way Word Sorts for Within Word Pattern Spellers</i>, 2008, p. 176)</p>
Sort 2 Long Vowel Patterns CVVC ai, oa, ee, ea, ui, oo	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • CVVC: When two vowels are together they make a different sound. • <i>Vowel Digraphs</i> – two adjacent vowels in a syllable that represent one speech sound, such as “ai” for /ā/ as in <i>rain</i> or “oo” as in <i>spoon</i>. The saying, “when two vowels go walking the first one does the talking” holds true only 37% of the time. If you continue to use this phrase, please advise students that this is only sometimes true. • The most frequent CVVC pattern for the long “u” sound in a one syllable word is spelled “oo.” • /oo/ is considered long “u” – it has the same sound as the spelling patterns “ew” and “ue.” <p>(Henry, <i>Unlocking Literacy</i>, p.76, 2003) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way Word Sorts for Within Word Pattern Spellers</i>, 2008, p. 36)</p>
Sort 3	<p>When teaching this sort, please note the following:</p>

<p>*Spell Check</p> <p>Long Vowel Patterns VCC-igh and Open Syllables – y, -ay, -ew, and -ow</p>	<ul style="list-style-type: none"> Continue focusing on <i>vowel digraphs</i> – two adjacent vowels in a syllable that represent one speech sound, such as “ai” for /ā/ as in <i>rain</i> or “oo” as in <i>spoon</i>. “The history of the English language explains why there are so many patterns. For example, <i>igh</i> was once a guttural sound different from long –i, but over time pronunciation tends toward simplification while spelling tends to stay the same. Therefore, one long-vowel sound is spelled many different ways (Vallins, 1954).” After completing Sort 3, administer Spell Check 1a (see <i>WTW Teacher Resource Guide Level C</i> page 21 for the list of words and information on which sorts to review if students make errors). <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way Word Sorts for Within Word Pattern Spellers</i>, 2008, p. 176)</p>
<p>Sort 4</p> <p>r-influenced Vowel Patterns ar, ir, or, ur</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> “R is the robber”. The presence of an “r” following a vowel robs the sound from the vowel before it. This causes some words with different short vowels to become homophones (fir/fur) and makes vowels’ sounds spelled with “er,” “ir,” and “ur” indistinguishable in many cases (herd, bird, curd). Even long vowel sounds before the “robber r” are not as clear as the same vowels preceding other consonants (pair versus pain). Note: due to regional differences, some of your students may pronounce some of these “or” words with an “ar” sound (such as orange, horrible, Florida, forest, florist, or horror). After completing Sort 4, administer Spell Check 1b (see <i>WTW Teacher Resource Guide Level C</i> page 21 for the list of words and information on which sorts to review if students make errors). <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed.</i>, 2008, p. 177)</p>
<p>Sort 5</p> <p>*Spell Check</p> <p>r-influenced Vowel Patterns are, ire, ore, ure, air, ear</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Consonant influenced vowels – the “l,” “r,” and “w” are examples of consonants that influence the sound of the vowel. The /ôr/ sound can be spelled in different ways: <i>or</i> in <i>form</i>, <i>ore</i> in <i>tore</i>, <i>oar</i> in <i>board</i>, <i>oor</i> in <i>door</i>, and <i>ar</i> in <i>warm</i>. After completing Sort 5, administer Spell Check 1c (see <i>WTW Teacher Resource Guide Level C</i> page 21 for the list of words and information on which sorts to review if students make errors). <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed.</i>, 2008, p. 175)</p>
<p>Sort 6</p> <p>Diphthongs oi, oy, ou, ow</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> <i>Diphthongs</i> – A complex speech sound beginning with one vowel sound and moving to another within the same syllable Ex. /oi/ in <i>oil</i> creating two subtle sounds.
<p>Sort 7</p> <p>*Spell Check</p> <p>Ambiguous Vowels</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> <i>Ambiguous vowels</i> – A vowel sound represented by a variety of different spelling patterns, or vowel patterns that represent a variety of sounds. The words in the sort all have the same vowel sound -/ó/ - which can be spelled “aw,” “au,” “al,” and “ou.”

<p>aw, au, al, ou</p>	<ul style="list-style-type: none"> • The most difficult patterns are ambiguous vowels because the sound is neither long nor short, and the same pattern may represent different sounds. Ex. <i>ou</i> in <i>mouth, cough, though, and tough</i>. • After completing Sort 7, administer Spell Check 2a (see <i>WTW Teacher Resource Guide Level C</i> page 21 for the list of words and information on which sorts to review if students make errors). <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed.</i>, 2008)</p>
<p>Sort 8 *Spell Check Homophones</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • This sort is an example of the vocabulary strand of the curriculum. • It is important for students to have opportunities to write the words in the sort in sentences, since the spelling of a homophone is determined by its context. • <i>Homophones</i> – words that sound alike are spelled differently and have different meanings (e.g., <i>bare</i> and <i>bear, pane</i> and <i>pain, forth</i> and <i>fourth</i>). <ul style="list-style-type: none"> ○ Homophones are often confused with <i>homographs</i> which are words that are spelled the same way, but are pronounced differently and have different meanings. Ex. <i>minute</i> (element of time) and <i>minute</i> (small). ○ <i>Homonyms</i> are words that are spelled the same way and sound the same but have different meanings. Ex. <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 – ‘They <i>rode</i> along the <i>rode</i> and, when they reached the lake, they <i>rode</i> across it’ would be hard to understand. ‘They <i>rode</i> along the <i>road</i> and, when they reached the lake, they <i>rowed</i>’ across it makes sense.” • After completing Sort 8, administer Spell Check 2b (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors). • Video: <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=HS8lSaAIL-0 <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th ed.</i>, 2008) (Carreker, Joshi, Moats, and Treiman, “How Words Cast Their Spell”, <i>American Educator</i>, 2008-2009, pgs. 8-10)</p>

<p>Sort 9 *Spell Check</p> <p>Three-Letter Blends scr, str, spr, thr, shr, squ</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Blends are two- or three-letter sequences that are blended together. Although the letter sounds are blended together quickly each one is pronounced. • After completing Sort 9, administer Spell Check 3a (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).
<p>Sort 10</p> <p>Word Endings -ce, -ve, -se</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • The “e” at the end of these words keeps the “c” soft but does not affect the vowel sound. • Words ending in <i>ce</i> (dance), <i>ge</i> (edge), <i>ve</i> (leave), and <i>se</i> (sense), have silent “es” associated with the consonant rather than the vowel.
<p>Sort 11</p> <p>Words Endings -dge, ge</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Short vowels sometimes need an extra letter. • In words of one syllable, the sound /j/ is spelled <i>-dge</i> when it comes directly after a short vowel (bridge). Otherwise it is spelled <i>-ge</i> (large). • The short vowel needs the extra letter <i>d</i>. <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007)</p>
<p>Sort 12 *Spell Check</p> <p>Word Endings -tch, -ch</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Short vowels sometimes need an extra letter. • In words of one syllable, the sound /ch/ is spelled <i>-tch</i> when it comes directly after a short vowel (<i>catch</i>), otherwise it is spelled “ch.” The short vowel needs the extra letter <i>t</i>. There are four common words that are exceptions to this rule; <i>much</i>, <i>such</i>, <i>rich</i> and <i>which</i>. • This is the first sort in Level C in which <i>oddballs</i> (or words which don’t fit the patterns either visually or auditorally) are introduced. Students will notice that all the “ch” in all the oddballs, which, rich, much, follow a short vowel without an extra letter. Note: Teachers may decide to add oddballs to the earlier sorts. • After completing Sort 12, administer Spell Check 3b (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).
<p>Sort 13</p> <p>Contractions not, will</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • A <i>contraction</i> is one word made from two longer words with some letters omitted and replaced with an apostrophe. • “The contraction <i>won’t</i> is the only truly irregular contraction. An early form of <i>will</i> was <i>wol</i>, and it is assumed that <i>won’t</i> came from that early form.” • Have students read phrases with contractions and practice writing contractions. • Video: <ul style="list-style-type: none"> ○ http://www.brainpop.com/english/grammar/contractions/ <p>(Henry, <i>Unlocking Literacy</i>, 2003, p. 87)</p>
<p>Sort 14 *Spell Check</p> <p>Contractions is, have</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • A <i>contraction</i> is one word made from two longer words with some letters omitted and replaced with an apostrophe. • After completing Sort 14, administer Spell Check 4 (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).

<p>Sort 15</p> <p>Adding –ing to words with VC and VCC patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • The “doubling rule”: in one syllable words ending with one consonant preceded by one vowel, double the consonant when adding a vowel suffix (<i>ship + ing = shipping</i>). Don’t double when adding a consonant suffix (<i>ship + ment=shipment</i>). There are no exceptions to this rule. • In words that end with final x, the x is never doubled because it represents two consonant sounds /ks/ (<i>waxing, mixed</i>). Final w and y are never doubled if preceded by a vowel because they are part of vowel digraphs (<i>drawing, player</i>). Words such as <i>draw</i> and <i>play</i> do not actually end with a consonant sound. <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007)</p>
<p>Sort 16</p> <p>Adding –ing to Words with VCe and VVC Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • The “silent e rule”: in words ending with silent “e,” drop the “e” before a vowel suffix. Keep the “e” before a consonant suffix. • There are more sophisticated words that are exceptions to this spelling rule. Ex. judgment and acknowledge. <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007)</p>
<p>Sort 17</p> <p>Review of Inflected ending - ing</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Inflected endings</i> – Suffixes that change the verb tense (<i>walks, walked, walking</i>) or number (<i>dogs, boxes</i>) of a word. • See the “doubling rule” described in Sort 15 and the “silent e rule” described in Sort 16 for more information.
<p>Sort 18</p> <p>Adding –ed to Words with VC, VCe, VVC, and VCC Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • The rules for adding vowel suffixes depend on the base word. • The “silent e rule”: in words ending with silent “e,” drop the “e” before a vowel suffix. Keep the “e” before a consonant suffix. • The doubling rule explains why “mixed” is an “oddball” in <i>WTW</i>. In words that end with final x, the x is never doubled because it represents two consonant sounds /ks/ (<i>waxing, mixed</i>). Final w and y are never doubled if preceded by a vowel because they are part of vowel digraphs (<i>drawing, player</i>). Words such as <i>draw</i> and <i>play</i> do not actually end with a consonant sound. <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 19</p> <p>Unusual Past-Tense Words</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Irregular verbs</i> are verbs that do not follow the convention of adding “ed” at the end of the verb to form past tense statements. Although there are only about 180 past tense verbs in the modern English language, they are the most commonly occurring verbs. • Video: This video shows present, past and present perfect (uses the helping verbs <i>has</i> or <i>have</i>) <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=vh7dyQB5SRk
<p>Sort 20</p> <p>Plural Endings: Adding -es</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Most nouns become plural (to indicate more than one) by adding –“s”; however, in some cases you add –es when the root word ends in “ch,” “sh,” “ss,” “s,” “z,” and “x.” • When –es is added to a word, you can “hear” the difference because it adds another syllable to the word (<i>dish</i> becomes <i>dish-es</i>, unlike <i>spoons</i>).

	<ul style="list-style-type: none"> This is not part of the lesson, but note that nouns ending in “o” sometimes add –s and sometimes add –es (e.g., <i>piano, pianos; tomato, tomatoes</i>). Students should check their dictionaries to be sure. <p>(Henry, <i>Unlocking Literacy</i>, 2003, p. 79)</p>
Sort 21 Unusual Plurals	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> The sort focuses on irregular plurals that do not end with s and do not follow specific rules. Certain words, however, do follow a pattern: those that end in <i>f</i> form the plural by changing <i>f</i> to <i>v</i> and adding <i>es</i>. <i>Deer</i> and <i>sheep</i> are the same for singular and plural.
Sort 22 Word Endings -y, -ey, -ie	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> A <i>spelling pattern</i> is a group of letters representing a sound. In this lesson students are studying the variety of representations for sound of long “e” at the end of a word - ie, -y and -ey. “Ey” and “ie” are usually nouns. “As a general rule: -y is an English suffix, whose function is to create an adjective (usually from a noun, e.g., <i>creamy</i>); -ie was originally a Scottish suffix, whose function is to add the meaning of ‘diminutive’ (usually from a noun, e.g., <i>beastie</i>). <p>So in most cases, where there is dispute over whether a noun takes a -y or an -ie ending, the correct answer is –ie. Ex. She's a <i>girly</i> girl, but she's no helpless <i>girlie</i>. Other examples to consider are <i>scrunchie, beanie, nightie, and meanie</i>. There are exceptions (e.g., a <i>hippy</i>, an <i>indie</i> band), but where specific examples are not given, use -ie for nouns and -y for adjectives.”</p> <p>(http://www.guardian.co.uk/styleguide/y)</p>
Sort 23 Plural Endings: Final -y	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Known as the “y-rule”: when adding suffixes to words that end in “y” preceded by a consonant, change the y to an <i>i</i>, unless the suffix begins with an <i>i</i> (cry + ed = cried, cry + ing = crying). <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007)</p>
Sort 24 *Spell Check Adding Inflected Endings –s, -ed, and –ing to words with Final –y	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> <i>Inflected Endings</i> are suffixes that change the verb tense (walks, walked, walking) or number (dogs, boxes) of a word. After completing Sort 24, administer Spell Check 5 (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).
Sort 25 Compound Words	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> A <i>compound word</i>: two whole words that are combined to make a new word. The meaning of the compound word relates to the two words that make it up. A compound word is not just two or more words put together. Compound words lay the foundation for explicit attention to syllables. Compound words reinforce the spelling of many high frequency words. There are three types of compound words: <ul style="list-style-type: none"> <i>Closed</i>: <i>breakfast</i> (the two smaller words <i>break</i> and <i>fast</i> form one whole word).

	<ul style="list-style-type: none"> ○ <i>Open: milk shake</i> (the two smaller words <i>milk</i> and <i>shake</i> are separated by a space). ○ <i>Hyphenated: twenty-five</i> (the two smaller words <i>twenty</i> and <i>five</i> are joined by a hyphen). • Different dictionaries may spell different versions of the same compound word. • Video: <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=EVIHVSJ4fII <p>(Bolton and Snowball, <i>Teaching Spelling</i>, 1993)</p>
<p>Sort 26 *Spell Check</p> <p>More Compound Words</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • See Sort 25 for more information on compound words. • Emphasize that some of the compound words in this sort are difficult to define because they do not name specific nouns or verbs. • These compound words are examples of those learned best by using context. • After completing Sort 26, administer Spell Check 6 (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).
<p>Sort 27</p> <p>Syllable Juncture in VCV and VCCV Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Teachers can take the opportunity to discuss the difference between open and closed syllables. (See Level B for more on teaching open and closed syllables.) • An <i>open syllable</i> (CV and CVV) ends with a vowel and the vowel sound is long (<i>pre, co, bi</i>). • A <i>closed syllable</i> (CVC and CVCC) ends with or is “closed” by one or more consonants and the vowel sound is short (<i>con, un, ment</i>) You 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”. • Teachers will need to 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 <i>rabbit</i> divides between the two consonants, <i>rab/bit</i>. The first syllable, <i>rab</i>, is closed, and the vowel is pronounced as a short a. The word <i>label</i> divides before the consonant, <i>la/bel</i>. The first syllable, <i>la</i>, is open, and the vowel is pronounced with a long a 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.” It is helpful to have students also notice which words contain <i>long vowels</i> and which contain <i>short vowels</i>. ○ <i>Busy</i> is an oddball because it looks like an open syllable, (VCV) but is a closed syllable with the sound of short i. <p>(Bertin and Perlman, <i>Preventing Academic Failure</i>, 2007)</p>
<p>Sort 28</p> <p>More Syllable Junctures in VCV and</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 it also pertains to this sort. • <i>Water</i> is an oddball because <i>wa</i> is an open syllable, but makes a short sound.

<p>VCCV Patterns</p>	
<p>Sort 29</p> <p>Syllable Juncture in VCV and VVCV Patterns</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 it also pertains to this sort. .
<p>Sort 30</p> <p>Syllable Juncture in VCCCV and VV Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • See Sort 27 for more information. • <i>Blends</i> are two- or three-letter sequences that are blended together. Although the letter sounds are blended together quickly, each one is pronounced. • <i>Consonant digraphs</i> are two adjacent consonants in a syllable that represent one speech sound, such as <i>sh, ch, th, and wh</i>.
<p>Sort 31 *Spell Check</p> <p>Open and Closed Syllables and Inflected Endings</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • This sort focuses on the <i>inflected endings</i> –ed and –ing. • <i>Inflected Endings</i> are suffixes that change the verb tense (<i>walks, walked, walking</i>) or number (<i>dogs, boxes</i>) of a <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. • See Sort 15 (doubling rule) and Sort 16 (silent e rule). • After completing Sort 31, administer Spell Check 7 (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).
<p>Sort 32</p> <p>Long a Patterns in Accented Syllables</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • A <i>spelling pattern</i> is a group of letters representing a sound. In this sort students are studying the variety of representations for the long “a” in accented syllables. • It is important to show students how to identify the syllable break in each word. Students will also be noticing which syllables are accented and which are unaccented. 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. • Review how to tell which syllable is stressed or emphasized. Students will sort words into two columns. Some words will have the <i>emphasis</i> on the long vowel (or open syllable) in the first syllable (e.g., <i>maybe</i>) and some will have the emphasis in the second syllable (e.g., <i>parade</i>). <ul style="list-style-type: none"> ○ 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”. ○ 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! ○ <i>Chocolate</i> is an oddball because it has a long “a” final syllable that looks like it should be pronounced <i>late</i> but has the short “a” sound. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for</i></p>

	<i>Phonics, Vocabulary, and Spelling Instruction, 4th ed.</i> , 2008) (Carreker, Joshi, Moats, and Treiman, "How Words Cast Their Spell", <i>America Educator</i> , 2008-2009)
Sort 33 Long i Patterns in Accented Syllables	When teaching this sort, please note the following: <ul style="list-style-type: none"> • Review information in Sort 32 (see above) as it also pertains to this sort. This sort also involves identifying the accented and unaccented syllables in words. • Lead students to understand that the long vowel sound of "i" is always found in the accented syllable. • The oddballs – <i>favorite, forgive</i> all have final syllables that look like they should be long "i" but are pronounced with short "i" sound.
Sort 34 Long o patterns in Accented Syllables	When teaching this sort, please note the following: <ul style="list-style-type: none"> • Review information in Sort 32 (see above) as it also pertains to this sort. This sort also involves identifying the accented and unaccented syllables in words. • Lead students to understand that the long vowel sound of "o" is always found in the accented syllable. • The oddball <i>bureau</i> sounds like long "o" is in the final syllable but is spelled with <i>eau</i> and is not accented. • <i>Europe</i> is spelled with the long "o" pattern in the second syllable but has the accent on the <i>Eur</i> syllable.
Sort 35 Long u patterns in Accented Syllables	When teaching this sort, please note the following: <ul style="list-style-type: none"> • Review information in Sort 32 (see above) as it also pertains to this sort. This sort also involves identifying the accented and unaccented syllables in words. • Lead students to understand that the long vowel sound of "u" is always found in the accented syllable.
Sort 36 *Spell Check Short and Long e Patterns in Accented Syllables	When teaching this sort, please note the following: <ul style="list-style-type: none"> • Review information in Sort 32 (see above) as it also pertains to this sort. This sort also involves identifying the accented and unaccented syllables in words. • Lead students to understand that the vowel sound of "e" is always found in the accented syllable whether it is long or short. • After completing Sort 36, administer Spell Check 8 (see <i>WTW Teacher Resource Guide Level C</i> page 22 for the list of words and information on which sorts to review if students make errors).