Looking In Depth At The English Spelling System
The Derivational Relations Stage; Words Their Way, Level E

*"*The term Derivational Relations is used to describe the type of word knowledge that more advanced readers and writers possess. The term emphasizes how spelling and vocabulary knowledge at this stage grow primarily through processes of derivation—from a single base word or word root, a number of related words are derived through the addition of prefixes and suffixes*."*
(Bear, Invernizzi, Johnston and Templeton, *Words Their Way*: *Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 230)

Sort	Key Content Knowledge About Our Spelling System
Sort 1 **Review Inflected Ending -ed**	**When teaching this sort, please note the following:** **Note:** This sort reviews concepts taught in Level C, Sort 23. In Sort 23, students learned that when adding suffixes to words that end in "y" preceded by a consonant, change the "y" to an "i." - This sort also reviews concepts taught in Level D, Sort 2. Sort 2 focused on the *inflected ending* –ed. Students learned that an *inflected ending* is a type of suffix. These suffixes can change the number or tense of the *base word* (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 in this sort is *doubling the final consonant before adding the inflected ending.* When a *base word* has a *short vowel sound* before the final consonant, double the final consonant before adding a suffix starting with a vowel (such as –ed) in order to keep the short vowel sound. These words will be sorted into one category. - 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. - Another pattern students will notice is *dropping the final silent "e" before adding the inflected ending.* 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. - The remaining words will be sorted into a "just add –ed" category*.* When a root word ends with two consonants already (e.g., **start**), 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.,

	scream) before the final consonant, just add –ed.
	• Students can also notice how the number of syllables can increase when an *inflected ending* is added (e.g., **shout** and **shouted** or **count** and **counted**).
	• Students can also do an additional sort by sound. Adding an *inflected ending* can produce /t/, /d/, or /id/ sounds.
	(Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
Sort 2 **Review Prefixes re-, un-, dis-, mis-**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level D, Sorts 27 and 28. • "The most common prefixes in the English language are un- (meaning "not"), re- ("again"), in- ("not"), and dis- ("not"); these four prefixes account for about 58% of all prefixes in the language" (White, Sowell, and Yanagihara, 1989). • *Prefixes* (affixes attached at the beginning of a base word or a word root) and *suffixes* (affixes attached at the end of a base word or word root) are collectively known as *affixes* (a suffix or prefix attached to a base word, stem, or root). Specifically, re- and un- are *derivational affixes* (affixes added to base words that affect the meaning and/or part of speech). • Base words are *morphemes* (meaning units that must retain their spelling when affixes are added). • 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 the meaning of the base word, and then reattach the prefixes and discuss the new meaning of the word. • It is helpful to show students how to break words up into *morphemic chunks* (the parts of the word connected to meaning). For example, breaking the word **reinstall** into **re-install** is dividing it into morphemic chunks, as re- has a specific meaning and install has a specific meaning. 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 *antonym* (a word of opposite meaning). • Students should be given the opportunity to infer the meanings of the prefixes for themselves by thinking about what the base 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."

	• Prefixes are always spelled the same way. If you know how to spell it in one word, it will help you to spell it in others. The meanings of prefixes are generally constant. • **Note:** Students may notice that both "distrust" and "mistrust" are included in this sort. While similar, the definitions are subtly different. Teacher can explain: **"**to distrust is to suspect someone is dishonest; to mistrust is to merely lack confidence in someone. Mistrust involves a withholding of confidence, whereas distrust involves a projection of lack of confidence or suspicion" (*http://www.thesaurus.com*). • This sort also builds on Sort 1, since many of the –un words also include *inflected endings* (**unheated, unattached, unplanned,** and **unglued**). As an extension, students can divide these words into their prefixes, base words, and suffixes. Using a "morpheme web" or chart like the ones on p. 100 and 101 of *Unlocking Literacy, 2nd ed.,* 2010. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way*: *Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, pgs. 178, 204, 207, and 213) *(*Henry, *Unlocking Literacy, 2nd ed.,* 2010, p. 100-101) (Bolton and Snowball, *Teaching Spelling: A Practical Resource,* 1993) (*http://www.thesaurus.com*)
Sort 3 *Spell Check **Review Prefixes uni-, mono-, bi-, and tri-**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level D, Sort 30. • Please review Sort 2 (above) for information on *prefixes* and *morphemes*, as that pertains to this sort. • In this sort, students will focus on how the prefixes uni- and mono- ("one"), bi- ("two), and tri- ("three") help to convey meaning. • Teacher should lead students to note that some prefixes precede base words (e.g., **bimonthly** or **tricolor**), but many more precede roots or suffixes, some of which come from Latin and Greek (e.g., **monologue,** in which "logue" is a root meaning "word or thought"). • **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. An excellent resource to help both teachers and students is the list of *derivatives* on p. 73-79 in Bolton and Snowball's *Teaching Spelling: A Practical Resource*, as well as the list of prefixes on p. 81-83 and a list of suffixes on p. 87-90. Another great resource is in Henry's *Unlocking Literacy* on p. 245-289. • In helping students to understand the difference between *base* and *root* words, the teacher can note that usually these

	roots do not stand alone like base words.
	• Students will naturally extend this pattern and think of words starting with quad- (four), pent- (five), etc. The teacher can extend the sort by including other numerical prefixes.
	• **Note:** This sort also connects to Geometry concepts taught in the math curriculum.
	• After completing Sort 3, administer Spell Check 1a (see *WTW Teacher Resource Guide Level E* pages 21-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 147.
	(Bear, Invernizzi, 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. 73-79, p. 81-83, and p. 87-90)
	(Henry, *Unlocking Literacy, 2nd ed.,* 2010, p. 245-289)
Sort 4 **Review Comparative Suffixes –er, -est, -ier, -iest**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level C, Sort 23. 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." • This sort also reviews concepts taught in Level D, Sorts 16 and 32 which pertain to *agents* and *comparatives*. • Review Sort 2 (above) as it pertains to adding *suffixes* and Sort 1 (above) as it pertains to patterns used when adding *inflected endings..* • *Comparative adjectives* always end in –er. *Superlative* adjectives end in –est. Students will need to sort the words by whether they are *comparative* or *superlative* and then consider the *base words* endings to further refine the sort. For example, *base words* which end in a consonant and then–y (such as **early**) will change the "y" to an "i" before adding either –er or –est. *Base words* ending in silent "e" (such as **strange**) will drop the "e" before adding either –er or –est. The teacher can show how strange the spelling of a word would be if these patterns were not followed. • Parts of speech can also be reviewed as students should note that all base words are adjectives. • Asking students to make a three-column chart in which they list the base word, *comparative adjective*, and *superlative adjective* for each word in the sort can also be helpful.
Sort 5 *Spell Check **Review Suffixes**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level D, Sort 33. • The teacher can focus on parts of speech in this sort. Adding the *suffix* –ness to adjectives turns them into nouns (e.g.,

-ness, -ful, -less	**fond** becomes **fondness**), and the *suffixes* –less and –ful are clues that words are adjectives. The teacher can help students see how nouns which end in –ness are *abstract nouns* (often non-tangible ideas, states of being, and emotions). • 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 previous prefix and suffix sorts, such as Sorts 2, 3, and 4. • 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., **friendliness** or **beautiful**). • **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 with consonants. • In Sort 2, students saw that words can contain both *suffixes* and *prefixes.* In this sort, students see how words can contain more than one *suffix,* a combination of *suffixes.* In looking at the three words in the sort (**flawlessness, thoughtlessness,** and **skillfulness**), students can notice how the parts of speech change as suffixes are added. For example: **flaw** is a noun, **flawless** in an adjective, and **flawlessness** is a noun. • After completing Sort 5, administer Spell Check 1b (see *WTW Teacher Resource Guide Level E* pages 21-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 148. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) (Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," *American Educator,* 2008-2009, p. 12*)*
Sort 6 **Adding –ion (with no spelling change)**	**When teaching this sort, please note the following:** • Review information in Sort 2 about *affixes* and *morphemes*, as the information also pertains to this sort. • This sort examines how to add the suffix –ion to *base words* that end in –ct and –ss. When referring to these groups, it may be helpful to call them "-ct base words" and "-ss base words". • Students will follow a multi-step sorting procedure. First they

	can separate the *base words* from the words that contain the suffix –ion. Then, they can further sort the base words into words which end in –ct and words which end in –ss. Lastly, they can match up the base words with the *derived words* (the words which contain the base words plus the suffix.) • The teacher can lead students to understand that while the –tion and –sion words in this sort produce the same sound (/shun/), they can use their knowledge of the base word to determine the spelling of the derived word. If the base word ends in –ct, the derived word will be spelled –tion. If the base word ends in –ss, the derived word will be spelled –sion. • When –ion is added, the final vowel sounds alternate. For words ending in –ct, the sound changes from /t/ to /sh/ when –ion is added. For words ending in –ss, the sound changes from /s/ to /sh/ when –ion is added. • The base words in this sort are all verbs. The derived words are all nouns. Students can see how adding –ion changes the part of speech. • **Note:** It is helpful to have students look up the meanings of any base or derived words they don't know. Teacher should help students to see the close relationship between the base words and the derived words. • The word **procession** may also be tricky. Teacher can help students understand that this derived word connects to the verb "to process" and not to the noun "process." (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, pgs. 234, 236)
Sort 7 **Adding –ion and –ian (with no spelling change**	**When teaching this sort, please note the following:** • Review information in Sort 2 about *affixes* and *morphemes*, and Sort 6 about adding –ion as the information also pertains to this sort. • **Note:** It is helpful to have students look up the meanings of any base or derived words they don't know. Teacher should help students to see the close relationship between the base words and the derived words. • Follow the sorting process described in Sort 6. • In this sort, students will determine when to add –ion and when to add –ian. Teacher can highlight how –ian is often used to suggest a person or someone who does something, such as an **optician** or **musician**. Students can brainstorm other words that fit this pattern. They should note that base words that end in –ic add -ian. • Derived words ending in –ion denote an "act of, state of, or result of."

	• As students continue to work with suffixes, they will see that the suffix –ion is much more common than –ian. • As discussed in the previous sort, both of these suffixes produce the /shun/ sound. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 236) (Henry, *Unlocking Literacy, 2nd ed.,* 2010, p. 231)
Sort 8 *Spell Check **Adding –ion (with drop e and spelling change)**	**When teaching this sort, please note the following:** • Review information in Sort 6 about adding the suffix –ion. • Follow the sorting process described in Sort 6. • For the –ate base words, drop the silent "e" before adding the suffix -ion. • If a words ends in –ce, drop the silent "e" and add -tion. Students should note that the "u" vowel sound changes from a long "u" sound in the base word to a short "u" sound in the derived word. Without the "t", the derived word would have a long vowel sound. This is called a *vowel alternation*. This occurs in many related words where the spelling of the vowels remains the same despite an alternation or change in the sound represented by the spelling (e.g., **introduce** and **introduction**). • **Note:** It is helpful to have students look up the meanings of any base or derived words they don't know. Teacher should help students to see the close relationship between the base words and the derived words. • After completing Sort 8, administer Spell Check 1b (see *WTW Teacher Resource Guide Level E* pages 21-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 149. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 236)
Sort 9 **Adding *–ion* (With Predictable Changes in Consonants)**	**When teaching this sort, please note the following:** • Review information in Sort 2 about *affixes* and *morphemes*, as the information also pertains to this sort. • This sort examines how to add the suffix –ion to base words that end in –de and –it. When referring to these groups, it may be helpful to call them "-de base words" and "-it base words". • Following the two-step sorting procedure suggested in the Day 1 Introduce the Sort section of the *WTW Teacher Resource Guide Level E* on page 40*,* guide students to notice the different patterns for adding the –ion suffix:

	o With "-de base words" drop the "de" and add –sion. o With "-it base words" drop the "it" and add –ission. • As students say the words aloud during their sorting activities, encourage them to listen to the change in pronunciation as the "it" and "de" are dropped.
Sort 10 *Spell Check **Adding Suffix –ation (With Drop *e* and No Spelling Change)**	**When teaching this sort, please note the following:** • Review information in Sort 2 about *affixes* and *morphemes*, as the information also pertains to this sort. • Emphasize to students the addition of "a" at the beginning of the suffix -ation. As students do a word hunt, remind them to find words which end in –ation not just –tion. • When a base word ends with a consonant, add the suffix –ation. • When a base word ends with a vowel, drop the e and add –ation. • After completing Sort 10, administer Spell Check 2b (see *WTW Teacher Resource Guide Level E* page 21 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 150.
Sort 11 **Consonant Alternation: Silent and Sounded**	**When teaching this sort, please note the following:** • This sort examines silent and sounded consonants in related words. • *Consonant alternation* occurs when consonants are silent in one word and "sounded" in a related word (e.g., si**g**n and si**g**nature). The spelling of consonants remains the same despite the change in the sound. • There are not many words that follow this pattern, but this sort provides a good introduction to the concept of spelling-meaning connections. • When introducing this sort, begin by following the Day 1 Introduce the Sort section of the *WTW Teacher Resource Guide Level E* on page 44. Point out to students the fact that we can figure out which letter is silent by listening to the sounded consonant in the related word. Have students sort the silent consonant words into groups with common silent consonants (e.g., **bomb, limb,** and **crumb**). • It is important for students to become explicitly aware of the *spelling-meaning connection*, which refers to the significant role that morphology plays in the spelling system. Words that are related in meaning are often related in spelling as well, despite changes in sound. An understanding of this connection will support the spelling strategy: If you are unsure how to spell a word, think of a word similar in meaning that you do know how to spell. • Patterns to note include: o Silent "t" often follows an "s" (e.g., **listen** or **moisten**)

	and is often followed by "en". o "b" is often silent in the final position, but becomes sounded when moved to the medial position (e.g., **bomb** vs. **bombard**). • **Note:** Encourage students to learn the strategy discussed above: When uncertain about the spelling of a word with a silent consonant, think of a word that is related in spelling and meaning. The consonant that is sounded will give you a clue. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) *(http://www.teachertube.com/viewVideo.php?video_id=92776)*

Sort 12
 	
Vowel Alternation: Long to Short
	When teaching this sort, please note the following:
	• *Vowel alternation* occurs in related words where the spelling of the vowel remains the same despite a change in the sound of the vowel. This occurs when affixes are added and the accented syllables change (e.g., im-pōse' vs. im pō si' tion).
	• Students begin the study of vowel alternations in this sort by exploring long-to-short vowel changes as suffixes are added (e.g., nāture vs. nătural).
	• Following the two-step sorting procedure suggested in the Day 1 Introduce the Sort section of the *WTW Teacher Resource Guide Level E* on page 46, guide students to notice related word pairs. Follow up the sort by rereading the words and answering the recommended questions:
	  o Does the vowel sound in the accented syllable change? (Yes.)
	  o Does the spelling of the vowel change? (No.)
	(Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)

Sort 13 *Spell Check **Vowel Alternation: Long to Short or /ə/**	**When teaching this sort, please note the following:** • Review information in Sort 11 about *vowel alternation*, as the information also pertains to this sort. • This sort involves the *schwa* /ə/ (the least-accented or neutral vowel in unaccented or unstressed syllables, such as the sound that corresponds to the grapheme a- in **asleep**). • In Sort 13, students examine the more subtle vowel alternation that occurs when the vowel is reduced from the long sound to the *schwa* (e.g., **relate** to **relative**). They compare this to the pattern they examined in Sort 12: long to short vowel alternations (**rite** vs. **ritual**). • After completing Sort 13, administer Spell Check 3 (see *WTW Teacher Resource Guide Level E* page 21 for the list

	of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 151. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
Sort 14 **Adding Suffixes: Vowel Alternation (Accented to Unaccented)**	**When teaching this sort, please note the following:** • Review information in Sort 11 about *vowel alternation* as the information also pertains to this sort. • In this sort, students refine their understanding of vowel alternations by pairing derived words and noticing how the suffix changes the vowel sound in the base word. • Lead students to notice that vowels are heard most clearly in accented syllables. • Encourage students to use the *spelling-meaning connection* as a strategy. When spelling the schwa in an unaccented syllable, think of a related word in which that syllable is accented. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
Sort 15 *Spell Check **Adding the Suffix -ity: Vowel Alternation (/ə/ to Short)**	**When teaching this sort, please note the following:** • Review information in Sort 11 about *vowel alternation* as the information also pertains to this sort. • In this sort, students examine how the schwa at the end of the base words (e.g., individu**a**l) changes to a short vowel (e.g., individu**a**lity) when the suffix –ity is added. • As recommended in the Day 1 Introduce the Sort section of the *WTW Teacher Resource Guide Level E* on page 46, guide students to notice the /al/ and –ity patterns at the ends of words in each category. Discuss the meaning of the –ity suffix, then talk about how the vowel sound in the final syllable changes when the suffix –ity is added. • After completing Sort 10, administer Spell Check 4a (see *WTW Teacher Resource Guide Level E* page 21 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 152.
Sort 16 **Adding Suffixes: Vowel Alternation (With Spelling Changes)**	**When teaching this sort, please note the following:** • Review information in Sort 11 about *vowel alternation* as the information also pertains to this sort. • In this sort, students examine changes in vowel sounds, spellings, and accented syllables across base words and derived words when a suffix is added. • Lead students to understand that this type of spelling change is infrequent, but the pattern is predictable.

Sort 17
* Spell Check
 	
Adding Suffixes: Vowel Alternation (With Spelling Changes)
	When teaching this sort, please note the following:
	• Review information in Sort 11 about *vowel alternation* as the information also pertains to this sort.
	• In this sort, students recognize how words ending in –ify or -iply change in a predictable way with the addition of the suffix –ation.
	• Lead students to notice how:
	   o –y is changed to an "i" and "c" is added before the suffix –ation.
	   o The long i sound /ī/ which is spelled "y" in the base word changes to a short i sound /ĭ/ when the suffix –ation is added.
	• After completing Sort 10, administer Spell Check 4b (see *WTW Teacher Resource Guide Level E* page 21 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 153.

Sort 18
 	
Suffixes –ic, -ity/-ty, -ous
	When teaching this sort, please note the following:
	• Review information in Sort 2 about *affixes* and *morphemes* as it also pertains to this sort. As explained in *WTW Teacher Resource Guide Level E*, the suffix –ic means "relating to it", -ity and –ty mean "the state or quality of", and –ous means "full of".
	• Parts of speech can also be addressed. Students should note that in this sort, words ending with –ic or –ous are adjectives. Words ending in –ty or –ity are nouns.
	• Students will need to find the base words, many of which are not obvious. For some, students can simply box out the base word. Others are more complicated, and students can find patterns. For example:
	   o The base words of **comic** and **tragic** are **comedy** and **tragedy.**
	   o When base words end in a silent "e" or "y", this final letter is dropped before adding the suffix (e.g., **history/historic, dense/density, sensitive/sensitivity, fame/famous,** and **adventure/adventurous.** Highlight, however, that in the case of **glory/glorious**, the "y" changes to an "i" before the suffix –ous is added.
	   o **Vain/vanity** contains a pronunciation change. When the "i" is dropped, the vowel sound goes from long to short.
	(Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)

Sort 19 **Adding Suffixes –able, -ible**	**When teaching this sort, please note the following:** • Review information in Sort 2 about affixes and morphemes as it also pertains to this sort. • Begin by having students sort the words by the suffixes –able and –ible. Guide students to see that words ending in –able contain recognizable *base words* (a word which can stand alone and to which suffixes and prefixes are added, such as **depend** in **dependable**) while the words ending in the suffix –ible contain Latin *roots* (such as **aud** in **audible,** from the root audio meaning to hear). Students should note that roots cannot stand alone. • Students will often note that the –able derived words contain "real words". These words are recognizable to students because they contain Old English base words. Students should box off these Old English base words to clearly delineate between the base and the suffix. • Students will be less familiar with the Latin roots (such as **aud, ed, vis**, etc.). The teacher should share the meaning of the roots with students. As mentioned in Sort 3, an excellent resource to help both teachers and students is the list of derivatives on p. 73-79 in Bolton and Snowball's *Teaching Spelling: A Practical Resource*, as well as the list of prefixes on p. 81-83 and a list of suffixes on p. 87-90. Another great resource is in Henry's *Unlocking Literacy*, p. 245-289. • An interesting challenge activity is to group students into partnerships and have them create "root webs" of different English words which contain these common roots. Students can brainstorm, do dictionary searches, and interview adults to find words which connect to the meaning of the root. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) *(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," *American Educator, 2008-2009,* p. 11)*
Sort 20 **Adding the Suffix – able (with drop e and no spelling change)**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level D, Sort 21 about the soft g and soft c sounds. • Review information in Sort 20 about adding the suffix –able as it also pertains to this sort. • In previous sorts, students have learned to drop the silent "e" before adding a suffix which begins with a vowel (such as -est or –er). In this sort, however, students will notice that some base words drop the e before adding –able, while

	others do not. They can begin by sorting into two columns: those words which drop the "e" and those which do not.
	• Teacher should lead students to notice that the words that retain the silent "e" before adding –able are derived from base words which end with either –ce (such as **noticeable**) or –ge (such as **manageable**). All other base words ending in silent "e" drop the "e" before adding the suffix –able (such as **desirable**).
	• Students can look closely at the –ce and –ge words to see why the silent "e" is retained.
	• Lead students to notice that "c" and "g" are usually soft when followed by e, as is the case in these base words. –Ce and –ge produce the soft c and soft g sounds.
	• 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**).
	• 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."
	• 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. Similarly, the "e" after the "g" is essential to maintaining the soft "g" sound. Students can see how it is necessary to keep the silent "e" in the derived words in order to maintain the correct pronunciations of the base words.
	(Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
	(Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell," *American Educator*, 2008-2009, p. 12)
Sort 21 *Spell Check **Accent and Doubling**	**When teaching this sort, please note the following:** • **Note:** This sort reviews concepts taught in Level D, Sort 3 pertaining to *accented and unaccented syllables*. • An *accented syllable* is the one that is emphasized. An *unaccented syllable* is the one in which the spelling of the vowel is not clearly long or short. • Some words will have the *emphasis* on the long vowel (or open syllable) in the first syllable (e.g., **cra**yon) and some will have the emphasis on the long vowel in the second syllable (e.g., re**mote**). • 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".

	○ 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 *homographs* (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 pre**sent** the **pre**sent to the guest of honor?) - In this sort, students should find the base words. They can then work with a partner to pronounce the words to find which syllable is accented. - If the first syllable is accented, the final consonant is <u>not</u> doubled when adding a suffix (e.g., **benefit** to **benefiting)**. - If the final syllable is accented, the final consonant <u>is</u> doubled when adding a suffix (e.g., **propel** to **propelled**). - After completing Sort 21, administer Spell Check 5 (see *WTW Teacher Resource Guide Level E* pages 21-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 154. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) (Carreker, Joshi, Moats and Treiman, "How Words Cast Their Spell", *American Educator,* 2008-2009)
Sort 22 **Prefixes** **Pre-, fore-, post-, after-**	**When teaching this sort, please note the following:** *Prefixes* (affixes attached at the beginning of a base word or a word root) and *suffixes* (affixes attached at the end of a base word or word root) are collectively known as *affixes* (a suffix or prefix attached to a base word, stem, or root). *Base words* are *morphemes* (meaning units that must retain their spelling when affixes are added). - Students should be given the opportunity to infer the meanings of the affix for themselves by thinking about what the base words mean with and without the affix. "Insights will evolve as students talk about the meaning of the base word and how it changes with the addition of the prefix." **Note:** It is helpful to have students look up the meanings of any base or derived words they don't know. Teachers should provide definitions for roots. For example, in the word **postscript**, the root is **scribe**, which means to scribe. - In this sort, there are subtle differences between the prefixes pre- and fore- and between the prefixes post- and after-. It is important that teachers take time to explain and clarify these subtle differences (as outlined in the *WTW Teacher Resource Guide Level E.*)

	• Particular attention can be paid to grouping words which have the same base but different prefixes (e.g., predate/postdate, foreword/afterword, preseason/postseason, etc.) By doing this, students will more clearly understand how the prefixes influence the base words. They may also note that the pairs are *antonyms* or opposites. Students can also find more examples of these paired words. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) (*www.dictionary.com*) (Henry, *Unlocking Literacy,* 2nd ed., 2010, p. 100-101)

Sort 23
 	
 Greek and Latin Prefixes
 inter-, sub-, over-
	When teaching this sort, please note the following:
	 • Review information in Sort 22 as the information also pertains to this sort.
	 • *Roots* are word parts of Greek or Latin origin that are often combined with other roots to form words such as autograph (auto and graph). Roots cannot stand alone as words.
	 • It is helpful to have students break the words into "chunks" and remove the affixes to understand the meanings of the words. They can remove the affixes, discuss the meaning of the base word, then reattach the affix and discuss the new meaning of the word. For example, when breaking the word **subfloor** into **sub-floor** into morphemic chunks students will understand:
	     o **sub-** means under.
	     o **floor** means a level, supporting surface in any structure.
	     o **subfloor** means a rough floor beneath a finished floor.
	 • It is important to review the meanings of the prefixes, as outlined in the *WTW Teacher Resource Guide Level E.*
	 • There are also roots which help to unlock the meanings of which students will most likely not know. The teacher can provide this information to the students:
	     o For example, in this sort sect means to cut.
	 • Students can search for other words which use these prefixes.
	 (Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 24 *Spell Check	**When teaching this sort, please note the following:** • Review information in Sorts 22 and 23 as the information

Greek and Latin Elements **micro-, mega-,** **super-, hyper-**	also pertains to this sort. • In this sort, most all of the words contain the four Greek and Latin elements combined with recognizable base words (e.g., mega**star** or micro**surgery**. It is helpful for students to box out the Greek and Latin elements from the base words. As in Sort 23, they should break the words up into morphemic chunks to help them comprehend the meanings of the words. • As many of these words connect to technology or science (e.g., microscope, microchip, micrometer, microbiology, megahertz, megabyte, supercomputer, hyperlink, hypertext), time should be given for students to look up and explore the meanings of these words. In some cases, the teacher should explain the meanings in terms the children would understand. Examples can also be provided, such as demonstrating a hyperlink in computer lab. • Students can practice removing and adding back the Greek and Latin elements to make the meanings more apparent. • **Scope** is a root which means "to regard or to view" which can be helpful in making the meaning of **microscope** apparent. • The teacher should also help the students with pronunciation of the words, especially with the word **mi-crom-e-ter**, since it sounds different that the other words which begin with the element **micro.** • After completing Sort 24, administer Spell Check 6 (see *WTW Teacher Resource Guide Level E* pages 21-22 for the list of words and information on which sorts to review if students make errors) in the Word Study Notebook on page 155. (Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)
Sort 25 **Greek Word Roots** **graph, meter, phon,** **photo, tele**	**When teaching this sort, please note the following:** • *Roots* are word parts of Greek or Latin origin that are often combined with other roots to form words such as **autograph** (auto and graph). Roots cannot stand alone as words. • Please refer to pages 237 and 238 in *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* for a sample lesson on how roots function within words. Bolton and Snowball's *Teaching Spelling: A Practical Resource* also has an excellent section on common derivatives (p. 73-79) which indicates the root's meaning as well as which language the root derives from. • Please refer to the *WTW Teacher Resource Guide Level E*

	for the meanings of the roots in this sort.
	• It is important to note to students that Greek roots often appear in different positions within a word. For example, the root **photo** appears in the initial position in the word **photo**graph but in the final position in the word tele**photo**. The teacher should make this distinction clear, as students have been focusing primarily on prefixes in previous sorts.
	• An extension activity could be for students to write the various roots being studied and combine them to create a variety of different words. Students can also create "root webs" of different words which contain the roots. They can explain how each word's meaning is unlocked by understanding the meaning of the root. They can also sort the words they find based on where the root appears in the word (initial, medial, or final position).
	(Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 26
 *Spell Check
 	
 Latin Word Roots spect, port
	When teaching this sort, please note the following:
	 • Review information in Sort 25 as the information also pertains to this sort.
	 • *Roots* are word parts of Greek or Latin origin that are often combined with other roots to form words such as **transport: trans** (which means across) and **port** (which means carry). Roots cannot stand alone as recognizable words.
	 • The meanings of Latin roots do not change.
	 • As noted in the "Teacher Tip Section" of the *WTW Teacher Resource Guide Level E,* lead students to note that Greek and Latin roots sometimes appear in words but are not actually roots. For example, **sport** looks like it contains the root **port**. When students check the dictionary, they will find that the word **sport** actually comes from the French **desporter** which means "to divert".
	 • Reviewing prefixes with students will also be helpful in deciphering meanings in this sort. For example,
	     o **im-** means in.
	     o **trans-** means across or beyond.
	     o **de-** means down or away from.
	     o **re-** means back or again.
	 • After completing Sort 26, administer Spell Check 7a (see *WTW Teacher Resource Guide Level E* page 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.
	 (Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 27
 	
Latin Word Roots dic, aud
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Again, review of prefixes will be helpful. For example,
	    o As studied in Sort 22, **pre-** means before
	    o **contra-** means against.
	    o **un-** means not.
	• The teacher can also point out that the root **ver** means "truth" so that a **verdict** is an attempt to decide and say what is true.
	• The word **unpredictable** is particularly interesting for students to break up into morphemic chunks and will require them to display content knowledge acquired in previously taught prefix and suffix sorts.
	• Students can again make root webs with these roots and find the roots in different places in the words. Students may note during this sort that **aud** is often in the initial position, while the position of **dic** varies.
	(Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 28
 	
Latin Word Roots rupt, tract, mot
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	• Again, review (or in some cases, introduction) of prefixes will be helpful in deciphering the full meanings of the words. For example,
	    o **inter-** means among or between.
	    o **sub-** means under.
	    o **con-** means with, together.
	    o **ex-** means out.
	    o **pro-** means in favor of or forwards.
	    o **de-** means down or away from.
	• By encouraging students to combine the morphemic chunks found in the prefixes and the roots, they can really see how the meanings work together. For example, **ex-tract** literally means to draw or pull out. **Con-tract** means to draw or pull together.

	(Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 29
*Spell Check
 	
**Latin Word Roots
ject, man, cred**
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	• Again, review (or in some cases, introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	    ○ **in-** means within or into
	    ○ **script** comes from the root **scribe** which means to write. Therefore, **manu-script,** when broken into morphemic chunks, means to write by hand.
	    ○ **fact** comes form the Latin root **factum** which means to make or to do. Therefore, **manu-facture**, when broken into morphemic chunks, means to make by hand.
	    ○ **dis-** means not.
	• Making root webs would again work very well with this sort. By this point, students have worked with roots a lot and may be more flexible in their thinking. The word **credit** can sometimes stump students who do not see how the meaning connects to the root "to believe". The teacher can use the idea of credit cards as an example. The idea of credit is based upon the belief that people will pay what they charged.
	• After completing Sort 29, administer Spell Check 7b (see *WTW Teacher Resource Guide Level E* page 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.
	(Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)

Sort 30 **Latin Word Roots vid/vis, scrib/script**	**When teaching this sort, please note the following:** • Review information in Sorts 25 and 26 as the information also pertains to this sort. • Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort. • It is important to make clear to students that the two forms "vid" and "vis" both connect to the meaning "to see", while the two forms "scrib" and "script" both connect to the

	meaning "to write".
	- Again, a review (or in some cases an introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	o **Re-** means again; therefore, **revise** means "to see again" or with new eyes. This is a great writing connection!
	o **Tele-** means from afar; therefore, a **telephoto** lens is one that helps the viewer see from afar. Something **televised** is seen from afar.
	o **Super-** (as students learned in Sort 24) means over or above. Therefore, to **supervise** or be one's **supervisor** means to oversee one's work!
	o **In-** means within or into, so an **inscription** is written within a book.
	o **Post-** (as students learned in Sort 22) means after, so a **postscript** is writing that comes after. Teaching students that this is what it means when they write P.S. after they finish a letter is a great connection!
	- As in previous sorts, time should be given for students to experiment with morphemic chunks within the words, to create "root webs" and hunt for related words, and to unlock the meanings of these words.
	(Bear, Invernizzi, 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, pgs. 73-79, 81-83, 87-90)
Sort 31 *Spell Check **Latin Word Roots jud, leg, flu**	**When teaching this sort, please note the following:**
	- Review information in Sorts 25 and 26 as the information also pertains to this sort.
	- Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	- Again, a review (or in some cases an introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	o **Pre-** means before and **–ic(e)** means characterized by; therefore, **prejudice** means characterized by making judgments in advance.
	o **–or** means one who; therefore a **legislator** is a person who legislates.
	o **–il** means not; therefore, **illegal** means not legal.
	o **–ent** changes a word to an adjective; therefore **fluent** is an adjective to describe something that flows.
	o **–ency** means a state or quality; therefore **fluency** is a state or quality of flowing well.

	• After completing Sort 31, administer Spell Check 7b (see *WTW Teacher Resource Guide Level E* page 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. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008) (Henry, *Unlocking Literacy, 2nd ed.,* 2010, p. 175-224)

Sort 32
 	
Latin Word Roots
spire, sist, sign
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	• Again, a review (or in some cases an introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	   o **Re-** means back; therefore, **resist** means stand back from something.
	   o **–ure** means process; therefore, **signature** means the process of writing one's name or mark.
	   o **–in** means on; therefore, an **insignia** is a mark imprinted on something.
	   o **–co** means together; therefore **cosign** means to sign together.
	• **Inspire** comes from the archaic meaning to infuse (breath, life, etc.) by breathing (usually followed by *into*).
	(Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
	(http://dictionary.reference.com)
	(Henry, *Unlocking Literacy, 2nd ed.,* 2010, p. 175-224)

Sort 33
 	
Greek and Latin Elements
cap, ped, corp
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	• As suggested in the *WTW Teacher Resource Guide Level E*, lead students to first examine the words in the *cap* category to determine the meaning of the root *cap*.
	• Again, a review (or in some cases an introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	   o **de-** means away from; therefore **decapitate** means to remove the head from the body.
	   o **–al** means relating to; therefore, **pedal** means relating to the foot.

	○ **ex-** means out and **–tion** means the act of; therefore, **expedition** relates to the act of going out on foot. *(Henry, Unlocking Literacy, 2nd ed.,* 2010, p. 175-224)

Sort 34
*Spell Check
 	
**Greek and Latin Word Roots
sect, vert/vers, form**
	When teaching this sort, please note the following:
	• Review information in Sorts 25 and 26 as the information also pertains to this sort.
	• Please refer to the *WTW Teacher Resource Guide Level E* for the meanings of the roots in this sort.
	• Again, a review (or in some cases an introduction) of prefixes and roots will be helpful in deciphering the full meanings of the words. For example,
	    ○ **bi-** means two; therefore, **bisect** means to cut in two.
	    ○ **re-** means back; therefore, **reverse** means to turn back.
	    ○ **con-** means together, with, join, or jointly; therefore conform relates to taking shape together.
	    ○ **uni-** means one; therefore, **uniform** means one shape.
	• After completing Sort 31, administer Spell Check 7b (see *WTW Teacher Resource Guide Level E* page 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.
	(Henry, Unlocking Literacy, 2nd ed., 2010, p. 175-224)

Sort 35 **Prefix Assimilation: Prefixes in-, im-, il-, ir-**	**When teaching this sort, please note the following:** • Prefixes are generally easy to see and understand. Absorbed prefixes, however, are somewhat disguised. The only clue that a prefix is attached in the word **illegal** is the doubled letters. • Typically, the accented syllable is the base or root word (**sect'**-or). When words contain an assimilated prefix, the accent is on the prefix to make it easier to say (**ir'**-regular). • As the *WTW Teacher Resource Guide Level E* suggests, lead students to understand that the prefixes **im-, il-,** and **ir-** are derived from the prefix **in-** meaning not. (Bear, Invernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)
Sort 36 *Spell Check **Prefix Assimilation: Prefixes com-, col-, con-**	**When teaching this sort, please note the following:** • Review information in Sort 35 as the information also pertains to this sort. • After completing Sort 36, administer Spell Check 7c (see *WTW Teacher Resource Guide Level E* page 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.