

# SORTS 36-42

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## Beginning and Ending Complex Consonants and Consonant Clusters

### NOTES FOR THE TEACHER

Sorts 36–42 mark a shift in focus from vowel patterns to consonant patterns. Sorts 36–39 target complex consonants at the beginning of words while sorts 40–42 focus on complex consonants at the ends of words. Shifting focus from vowel patterns back to the beginning of words may cause some initial confusion, but with an increase in orthographic knowledge comes a corresponding increase in flexibility. Since your students have now internalized the vowel patterns studied in the previous sections of this supplement, they are probably reading more difficult text and encountering new features such as silent consonants at the beginning (*knife*, *wrong*, *gnat*) and strange-looking consonant clusters like *tch* and *dge* at the ends of words (*catch*, *lodge*). To lead your students to higher levels of word knowledge, these features are worth a few weeks of study.

The study of complex consonants begins with a look at silent consonants at the beginning of words like *knight*, *wreath*, and *gnat*. A few of these words may be more difficult than the third- to fourth-grade words previously sorted, so the importance of bringing the meanings of these words to life is paramount, especially for our English Language Learners (ELLs).

The study of silent consonants is followed by two sorts that revisit more advanced forms of consonant blends and consonant digraphs; specifically, triple *r*-blends like the *scr*, *str*, and *spr* (*screen*, *strong*, *spring*) and triple-letter consonant digraph-plus-*r*-blend combinations like *thr* and *shr* (*through*, *shred*). Since these triple *r*-blends and digraph-*r*-blend combinations involve that slippery *r* again, you might want to combine sorts 37 and 38 with some of the *r*-influenced words from sorts 25–30. The study of these triple *r*-blends and digraph-plus-*r*-blend combinations might be accomplished in one or two weeks depending on your students' previous experience and knowledge. See Chapter 6 in *WTW* for additional suggestions for pacing.

Although sort 39 (hard and soft *C* and *G*) still focuses on consonants at the beginning of words, hard and soft *C* and *G* are determined by the vowel that follows, so this sort segues nicely into the study of complex consonants at the end of words that are also determined by the vowel sound. Sort 40 shifts the focus to the ends of words and examines words ending in *ce* versus *se* as in *peace* versus *please*. Since this feature was encountered

several times during the study of diphthongs and other ambiguous vowel sounds (e.g., *choice, noise*), you may wish to skip sort 40 altogether.

Sorts 41 and 42 deal with the complex consonants *tch* and *dge* at the end of words like *match* and *lodge*. This feature continues to bewilder students in the middle-to-late within word pattern stage who use but confuse *ch* and *tch*, *ge* and *dge*. They may spell *pitch*, PICH; or *lodge*, LOGE. Fortunately these consonant patterns are determined by vowel sounds, so students return to familiar word study routines in sorts 41 and 42 such as sorting words by vowel sounds.

This section is punctuated by the inclusion of three Spell Checks representing the three features examined in this planned sequence. You could also use these Spell Checks as a pretest to see if your students truly need each set of sorts. As always, we recommend that you assess all of your students with one of the *WTW* spelling inventories to make sure you are matching your word study instruction to student needs appropriately.

The study of complex consonants is appropriate for students in the middle-to-late within word pattern stage who have already mastered most of the common and less common short- and long-vowel patterns as well as the *r*-influenced patterns presented earlier in this supplement. We place them here, after the study of diphthongs and other ambiguous vowel sounds, so that vowel sounds are thoroughly understood before examining how they also affect consonants. However, complex consonants could just as easily be studied before the series on diphthongs and other ambiguous vowel sounds.

Each of the sorts in this series contains 23 or 24 words plus three or four column headers. Key words have been bolded and these should be placed at the top of each column. As always, key words are the most frequently occurring words of that particular spelling pattern. Oddballs are either homophones with a completely different pattern (*ring* versus *wring*) or provide a segue to the next feature to be studied. For example, the word *squirrel* is included as an oddball in the triple *r*-blend set for *scr*, *str*, and *spr* to bridge into the *squ* feature in the next sort. Some oddballs are high-frequency words that violate the dominant pattern-to-sound correspondence. If possible, share books, songs, or poems that use some words that contain the targeted spelling feature. *Stone Fox* (by John Reynolds Gardiner) uses many complex consonant blends like *strength*, *stronger*, and *straight*.

## STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 36–42

- 1. Repeated Work with Word Sorts:** Students should sort their own word cards several times independently and with partners after the sort has been introduced as described in each lesson below. Words can be stored in an envelope or baggie.
- 2. Writing Sorts and Word Study Notebooks:** Students should record their word sorts by writing them into columns in their notebooks under the same key words that headed the word sorts. Word study notebooks are a good place to record any other word study activities as well. You might ask students to choose 5 to 10 words to use in thoughtful sentences and coach them through the elaboration process described in the Write and Draw Routine on page 60. Or, have your students practice sorting at home and use the homework form in the Appendix.
- 3. Brainstorms:** Ask students to brainstorm other words that contain the same feature and record their brainstorms in their word study notebooks. For example, when studying complex consonants at the end of words, ask students to brainstorm other words that rhyme with a target word that you identify. For example, *latch*, *patch*, and *hatch* all rhyme with the key word *catch* in sort 42. Be sure to initiate the brainstorm with words that have rhymes that are spelled the same way. This activity can even turn into Word Study Scattergories where students get a point for each brainstormed

word not already on the word sort list. See the activities section of Chapter 6 in *WTW* for more details about Scattergories.

4. **Speed Sorts:** Have students time themselves with a stopwatch as they sort their words into categories. After obtaining a baseline speed, have them repeat the sort several times and try to beat their own time. Repeated, timed speed sorts help students internalize spelling patterns and develop automatic word recognition.
5. **Word Hunts:** Word hunts help students see the connection between reading and spelling. Have students search through books they have already read to find additional exemplars of complex consonants. Students should record the words they find in the proper column in their word study notebook and share them with their group.
6. **Dictated Sentences:** Tell your students that you study spelling patterns so that they can read and spell. Prepare a sentence that contains several of your word study words. Read the sentence to your students and have them write it. Give them feedback about their spelling and mechanics.
7. **Blind or No-Peeking Sorts:** A blind or no-peeking sort should only be done after students have had a chance to practice a word sort several times. Students work together and take turns calling out a word without showing it; one student calls and the other student points to the category it should go in. Both partners then check the word card to see if they were right. No-peeking blind sorts can be conducted as no-peeking writing sorts as well.
8. **Games and Other Activities:** Additional sorts for complex consonants can be found under Diphthongs and Complex Consonants on pages 378 and 393 in the Appendix of *WTW*. The activities section at the end of Chapter 6 describes a Jeopardy Game for *tch* and *ch*. You can download ready-made card games called Take-A-Card that highlight the complex consonants *tch/ch* and *dge/ge* from the *WTW* CD-ROM. There is also a Take-A-Card game for the silent consonants *gn*, *kn*, and *wr*.
9. **Assessment:** Spell Check 6 assesses student mastery of triple *r*-blends and triple digraph-plus-*r*-blend clusters at the beginning of words. Spell Check 7 assesses student mastery of hard and soft *C* and *G* as well as *ce*, *se*, and *ve* word endings. Spell Check 8 assesses student knowledge of when to use *tch* versus *ch*, and when to use *dge* versus *ge* at the ends of words.

## **SORT 36 SILENT BEGINNING CONSONANT SORT KN, WR, GN**

Students in the within word pattern stage will invariably encounter words spelled with silent consonants. Some have already been included in the earlier vowel pattern sorts in this supplement—*know* was included in the *ow* pattern for the long -*o* sound in sort 20, and *knew* appeared in sort 21 with the *ew* pattern for the long -*u*. But encounters with silent consonants, up to this point, have been incidental. Sort 36 explicitly lays out three categories of silent consonants for direct instruction. Bolded words can be used as key words to head up each category. The bolded words are the most frequently occurring words in the category. Begin by reading and discussing the words and their meanings, paying particular attention to the asterisked homophones. Some students may be totally unfamiliar with the words *knoll*, *wreath*, and *gnaw*, so think about how you will bring those words to life in advance. Oddballs include two homophones (*rap*, *ring*), to contrast with their silent partners (*wrap*, *wring*).

Introduce this sort by establishing the headers and key words, or present it as an open sort and let students discover the categories.

<i>kn</i>	<i>wr</i>	<i>gn</i>	<i>oddball</i>
knife	wrong	gnat	rap*
knack	wrap*	gnaw**	ring*
known	wreck		
knot*	wrist		
knob	wreath**		
knit	wrinkle		
knight*	wren		
knee	wring*		
kneel			
knelt			
knead			
knoll**			

\*homophones

\*\*likely unknown

**Demonstrate, sort, check, reflect,** and then **extend** as usual by following the standard weekly routines previously described.

**More Difficult Words:** (4) *knowledge, knowing, writer, written.*

## SORT 37 TRIPLE R-BLENDS *SCR, STR, SPR*

Students are already familiar with the *s*-blends *sc*, *st*, and *sp*, so you might want to begin by writing some words on the board to contrast these easier two-letter blends with their more complex three-letter cousins. For example, you might contrast *sc* words like *scott*, *scare*, and *scat* with some *scr* words in this sort like *scrape* and *scream*. Likewise, you might compare *st* words like *stop*, *step*, or *star* with some of these *str* words like *strong*, *straight*, or *string*. Words starting with *sp* (*spot*, *speech*, *spit*) might be contrasted with the *spr* words in this sort (*spring*, *spray*, *sprout*.). Starting in this way will guide your students to look carefully at these beginning consonant elements and to listen for the presence of the *r* in the triple blends. You might even count the phonemes in two- and three-letter blends by underlining each letter that goes with each sound. The word *squirrel* is a challenging oddball in which to count phonemes—even if you just stick to the *squ* blend. Do you come up with /s/ + /k/ + /w/? Add the next part of the word and you get /s/ + /k/ + /w/ + /r/—something akin to a quadruple blend! The word *squirrel* is included as an oddball here because the *squ* is an “odd” three-letter blend and because it anticipates sort 38.

Once your students are accustomed to looking carefully at these blends, introduce the sort with the key words and direct your students’ attention to what is the same and what is different among the *scr*, *str*, and *spr* blends. Then, **demonstrate, sort, check, reflect,** and **extend** as usual by following the standard weekly routines previously described.

<i>scr</i>	<i>str</i>	<i>spr</i>	<i>oddball</i>
screen	strong	spring	squirrel
scram	straight	spray	
scrape	strange	spruce**	
scratch	stretch	spread	
scrap	strict		
scream	string		

stripe  
struck  
strength  
stress  
strut  
strap  
stream

\*\*word meaning likely unknown

**More Difficult Words:** (8) *script, stride, scribe, scroll, stroll, sprawl, sprout, strewn.*

## SORT 38 CONSONANT DIGRAPHS-PLUS-R-BLENDS AND SQU (THR, SHR, SQU)

Remind your students that digraphs are two letters that represent one sound. Since the digraphs *th* and *sh* are already familiar to within word pattern spellers, you might begin by contrasting these easier two-letter digraphs with their more complex three-letter digraph-plus-*r*-blends. For example, you might contrast *th* words like *though, thank, and thing* with some *thr* words in this sort like *through, three, and thrill*. Likewise, you might compare *sh* words like *sheep, shed, or shut* with some of these *shr* words like *shrimp, shred, or shrink*. You will probably want to contrast the number of phonemes represented in these digraphs and digraph-plus-*r*-blends: *th* represents just one sound whereas *thr* represents two (/th/ + /r/). Revisit the oddball *squirrel* from the previous sort and ask your students to brainstorm other *squ* words. They will probably come up with many of the words in this sort. Starting in this way will guide your students to look carefully at these beginning consonant elements and to listen for the presence of the two sounds in the digraph-plus-*r*-blends (/th/ + /r/; or, /sh/ + /r/) and three sounds in the *squ* blend (/s/ + /k/ + /w/).

As always, be sure to take the time to read and discuss these words, paying particular attention to the asterisked homophones. Word sets like *throw, threw, thrown; shrink, shrank, shrunk, and squish, squash* present convenient opportunities to work in lessons on verb tense. The meaning of the double asterisked words may be unfamiliar to your students so you will need to discuss them. After bringing these words to life, introduce the key words, then **demonstrate, sort, check, reflect, and extend** as usual by following the standard weekly routines previously described. You simply must read *Shrek* (Stieg, 2002) to your class and make it available for word hunts.

<i>thr</i>	<i>shr</i>	<i>squ</i>
three	shred	square
thrill**	shrink	squawk**
throw	shrank	squint**
throne*	shrunk	squish
thrown*	shriek	squash
threw*	shrimp	squeeze
through <sup>h</sup> *		squirt
thrifty**		squeak
threat		squirm**

\*homophones

\*\*likely unknown

**More Difficult Words:** (2) *thrive, shrewd.*



## SPELL CHECK 6

### ASSESSMENT FOR BEGINNING COMPLEX CONSONANT CLUSTERS

This assessment is presented in a writing sort format and checks for correct spelling of complex consonant clusters at the beginning of words; specifically, triple blends (*scr*, *str*, *spr*, and *squ*) and consonant digraphs-plus-*r*-blends (*thr*, *shr*). All of the 21 words assessed have been studied before in sorts 37 and 38. Say each word clearly and ask your students to write the word in the box labeled with the complex consonant cluster that matches. For example, if you call the word *straight*, students would write *straight* in the sixth box labeled with *str* at the top, since the word *straight* is spelled with the triple-*r*-blend *str*. If you are grading this Spell Check, give one point for writing the word in the correct category and another point for the correct spelling of the entire word.

Call out the words in the following order and use each word in a sentence to make sure your students understand what word you mean. There are two homophones in this assessment so meaningful sentences are crucial. Say each word once, use it in a sentence, and then say it again:

1. squeeze, 2. straight, 3. threw\*, 4. spring, 5. shrink, 6. screen, 7. strong, 8. spray,
9. squirt, 10. scrape, 11. through\*, 12. shrank, 13. scream, 14. three, 15. shred,
16. string, 17. spruce, 18. thrill, 19. stripe, 20. scrap, 21. stress

Allow time for students to reorganize their words if needed. Students may want you to repeat the sentences for the homophones *threw* and *through* to make sure they have them in the right order. Student answer sheets will look like this:

1. <i>squ</i>	2. <i>thr</i>	3. <i>shr</i>
squeeze	threw*	shrink
squirt	through*	shrank
	three	shred
	thrill	
4. <i>scr</i>	5. <i>spr</i>	6. <i>str</i>
screen	spring	straight
scrape	spray	strong
scream	spruce	string
scrap		stripe
		stress

\*homophone

## SORT 39 HARD AND SOFT C AND G

When the sound of *c* is pronounced /k/ and the sound of *g* is pronounced /g/, they are called hard *c* and hard *g*. When the sound of *c* is pronounced /s/ and the sound of *g* is pronounced /j/, they are called soft *c* and soft *g*. The hard sounds of *c* and *g* occur when followed by *a*, *o*, or *u*. The soft sounds of *c* and *g* occur when followed by *e*, *i*, or *y*. This “rule” holds up pretty well and students will get a lot of mileage out of knowing it—not only for reading and spelling words in the within word pattern stage, but also for reading and spelling much harder words later on. *Get* and *give* are oddballs but they occur so frequently they are easy to remember.

Be sure to read and discuss the meanings of these words before introducing the sort. Discuss the homophones *gem*, *gym*, *cent*, and *cell*. Even though *sent* and *sell* are not included in this sort, be sure to discuss them and even write them on the board or overhead

so that students can see how the homophone partners for *cent* and *cell* are spelled. You might remind students that most homophones are differentiated by their long-vowel pattern, but *cell* and *sell*, *cent* and *sent*, are differentiated by their initial consonant. Also discuss the meaning of the word *gist*, which will likely be unfamiliar to most students.

It is important to sort these words in two ways: (1) by hard and soft consonant sounds at the beginning, and (2) by the vowels that follow the consonant. The first way of sorting teaches students the terminology and shows them how to pay attention to the "softness" or "hardness" of the beginning consonant sound. The second way teaches students to focus on the vowels that follow the consonants. Be sure to have your students sort these words both ways.

To sort by hard and soft consonant sounds, have your students put all the *c* words that start with a /k/ sound in one group and all the *c* words that start with an /s/ sound in another group. Then have students sort all the *g* words that start with a /g/ sound in one group and all the *g* words that start with a /j/ sound in another. After students get the hang of this you can have them sort *c* and *g* words simultaneously, sorting them into two groups corresponding to "hard" and "soft" sounds. The sort will look something like this:

Hard c	Soft c	Hard g	Soft g
card	city	<b>gave</b>	<b>giant</b>
code	center	golf	gem*
cart	circle	guess	gym*
cub	circus	guest	gentle
calf	cell*	guide	ginger
	cent*		gist**
	cycle		

\*homophone

\*\*likely unfamiliar meaning

To teach students that vowels determine the "hardness" and "softness" of the beginning consonant, have them sort *c* and *g* words according to the vowels that follow them. *C* and *g* words followed by *a*, *o*, and *u* can be sorted in one group; *c* and *g* words followed by *e*, *y*, or *i* can be sorted in another group. Again, after they have learned to look for these vowels, students can sort *c* and *g* words by the ensuing vowels simultaneously. Then the sort will look something like this.

Hard			Soft	
card	code	cub	city	center
cart	golf	guess	circle	cell
calf		guest	circus	cent
gave		guide	giant	gem
			ginger	gentle
			gist	
			cycle	
			gym	

After reading and discussing the words, introduce the lesson by demonstrating how to sort by the hard and soft sounds of the initial consonants, as previously described. Then, **demonstrate, sort, check, reflect,** and **extend** this basic word sort by following the standard weekly routines previously described. Help your students form generalizations as they reflect on this sort by asking them what vowels follow the hard *c* and the hard *g*, and what vowels follow the soft *c* and soft *g*.

**More Difficult Words:** (3) *gulf, guard, garden.*

## SORT 40 -CE, -VE, -SE

In this optional sort, different word endings that include a final *-e* will be compared to focus students' attention to the sound of the final consonant, particularly the /s/ sound of *ce* endings and the /z/ sound of *se*. Words ending in *ve* are included for contrast and to teach students that all English words that end in /v/ also end in *e* (except *LUV* diapers!).

This is a straightforward pattern sort and might be introduced as an open sort. Before introducing it, read and discuss the words, paying particular attention to the homophones *piece* and *peace*. Ask if anyone knows of another word that sounds just like *sense* that has a different meaning, and hence, a different spelling pattern. You might want to add the homophone *since* to the *ce* column. (The word *since* was used in sort 22.)

There are two words included with the *se* word endings that do not have the /z/ sound at the end like the others do (*loose, sense*). Go ahead and sort these two with the *se* endings since this is a pattern sort, but see if your students can spot them. Discuss the spelling and meaning of the word *loose* in contrast to the word *lose*, which does end in a /z/ sound spelled with the *se* ending. To help them remember the spelling of *loose*, ask students if they know any words that rhyme with *loose*. Write down their brainstormers under the word *loose*: *goose, moose, and caboose* may be volunteered and a quick study of their sound and spelling pattern will help students differentiate *loose* from *lose*.

-ce	-ve	-se
chance	move	please
prince	leave	tease
dance	twelve	choose
fence	glove	cheese
piece*	solve	loose**
peace*	prove	wise
bounce	shove	sense*
France		
pounce		
glance		

\*homophones

\*\*oddballs by sound of ending

## SPELL CHECK 7

### ASSESSMENT FOR HARD AND SOFT C AND G AND WORD ENDINGS -CE, -SE, AND -VE

This assessment is presented in a writing sort format and checks for correct spelling of hard and soft *c* and *g* at the beginning of words and the word endings *ce, se, and ve*. All of the 20 words assessed have been sorted in sorts 39 and 40. Copy and enlarge page 104 for all students you wish to participate in the Spell Check. Say each word clearly and ask your students to write the word in the box labeled with the correct beginning consonant sound in the top row, or the box labeled with the correct word ending in the bottom row. For example, if you call the word *France*, students would write *France* in the third box labeled with *ce* at the top, since the word *France* is spelled with the *ce* ending. If you are grading this Spell Check, give one point for writing the word in the correct category and another point for the correct spelling of the entire word.

Call out the words in the order presented below, and use each word in a sentence to make sure your students understand what word you mean. There are two homophones



included in this assessment (*gym* and *peace*), so meaningful sentences are critical. Say each word once, use it in a sentence, and then say it again:

1. twelve, 2. calf, 3. please, 4. city, 5. France, 6. guess, 7. leave, 8. giant, 9. loose,
10. peace\*, 11. circle, 12. card, 13. cheese, 14. glove, 15. dance, 16. choose,
17. gym\*, 18. fence, 19. gave, 20. prove

Allow time for students to reorganize their words if they need to. Students may want you to repeat the sentences for the homophones *peace* and *gym* to make sure they have spelled the right one. Student answer sheets will look like this:

1. <b>Hard c or g</b>	2. <b>Soft c or g</b>	
calf	city	
guess	giant	
card	circle	
gave	gym	
3. <b>-ce</b>	4. <b>-se</b>	5. <b>-ve</b>
France	please	twelve
peace	loose	leave
dance	cheese	glove
fence	choose	prove

## SORT 41 DGE, GE

In most single-syllable short-vowel words that end with a /j/ sound, the final phoneme is spelled *dge* (*lodge*, *ledge*, *bridge*, *badge*, *fudge*). Long vowels, ambiguous vowels, and the letters *r*, *n*, and *l* indicate the *ge* spelling (*cage*, *lounge*, *large*, *binge*, *bulge*). This stable state of affairs calls for a good old-fashioned sound sort. Sort by vowel sound—short versus long versus vowel plus *r*, *l*, or *n*.

Short-Vowel Sounds	Long-Vowel Sounds	Vowel + r, l, or n
edge	age	large
badge	stage	charge
ridge	rage	surge**
fudge	cage	bulge**
judge	huge*	range
lodge		change
bridge		sponge
ledge		plunge
dodge		
hedge		
pledge		

\*the word *huge* was used in sort 10 as an exemplar for the long -u sound

\*\*meanings likely unknown

## Demonstrate, Sort, Check, and Reflect

Help your students form generalizations by prompting them to articulate what is the same and what is different about words within and across categories. **Compare**, and then, **declare**.

## Extend

Look for the *WTW* CD-ROM and check out the Take-A-Card game that features complex consonants *dge* and *ge*.

## SORT 42 TCH, CH

The same principle illustrated in sort 41 works for the /ch/ sound at the end of words. When you hear a short-vowel sound, use *tch*, unless you hear an *r*, *l*, or *n* before the final /ch/, in which case you use *ch*. When you hear a long-vowel sound, always use *ch*. The high-frequency words *rich*, *much*, *which*, and *such* are exceptions and must be remembered.

Begin with a pattern sort first (*tch*, *ch*) and then sort the *ch* group by vowel sounds. Either way gets you to this:

<i>tch</i>	<i>ch</i>		<i>r, n, l + ch</i>	oddball
catch	reach	couch	porch	which*
witch*	roach	pouch	torch	rich
pitch	screech		gulch	much
sketch	coach		bench	
fetch	beach		branch	
match			crunch	
hutch				
switch				

\*homophone

NOTE: *coach*, *beach*, *reach*, and *which* have been used in earlier sorts.

**More Difficult Words:** (2) *French*, *speech*.

## SPELL CHECK 8

### ASSESSMENT FOR COMPLEX CONSONANT CLUSTERS DGE/GE AND TCH/CH

Review sorts 41 and 42 by sorting them by sound and pattern. Students should see that *tch* and *dge* are associated with short vowels while *ch* and *ge* go with long vowels. Words where the middle vowel is followed by *r*, *l*, or *n* work similarly.

This writing sort checks for correct spelling of the complex consonants *dge*, *ge*, *tch*, and *ch* at the end of words. All of the 20 words assessed have been sorted in sorts 39 and 40. Say each word clearly and ask your students to write the word in one of the boxes labeled *Short Vowel*, *Long Vowel*, or *Vowel + r, l, or n*. For example, if you call the word *lodge*, students would write *lodge* in the first box labeled *Short Vowels*, since the word *lodge* is a short-vowel word so it takes the *dge* spelling. If you are grading this Spell Check, give one point for writing the word in the correct category and another point for the correct spelling of the entire word.

Call out the words in the following order and use each word in a sentence to make sure your students understand what word you mean. Say each word once, use it in a sentence, and then say it again. Feel free to add some exceptions if you like; students can write them across the bottom.

- change, 2. catch, 3. stage, 4. badge, 5. bench, 6. screech, 7. rage, 8. judge,
9. gulch, 10. pitch, 11. cage, 12. porch, 13. charge, 14. mulch, 15. roach, 16. lodge,
17. coach, 18. pledge, 19. sketch, 20. strange

Allow time for students to reorganize their words if needed. Answer sheets will look like this:

**1. Short Vowels**

catch  
badge  
judge  
pitch  
lodge  
pledge  
sketch

**2. Long Vowels**

stage  
screech  
rage  
cage  
roach  
coach

**3. Vowel + *r, l, or n***

change  
bench  
gulch  
porch  
charge  
mulch  
strange

**SORT 36 Silent Beginning Consonant Sort (kn/wr/gn)**

<i>kn</i>	<i>wr</i>	<i>gn</i>
knife	wrong	gnat
rap	knack	wreck
known	wrist	knot
gnaw	ring	wrap
knob	knit	wren
wring	knight	knoll
kneel	knelt	knee
wreath	wrinkle	knead

**SORT 37 Triple r-Blends (scr/str/spr)**

<b><i>scr</i></b>	<b><i>str</i></b>	<b><i>spr</i></b>
<b>screen</b>	<b>strong</b>	<b>spring</b>
<b>strange</b>	<b>spray</b>	<b>scram</b>
<b>strut</b>	<b>strap</b>	<b>strict</b>
<b>stress</b>	<b>scream</b>	<b>scrap</b>
<b>spruce</b>	<b>scrape</b>	<b>string</b>
<b>stripe</b>	<b>struck</b>	<b>spread</b>
<b>scratch</b>	<b>stream</b>	<b>straight</b>
<b>stretch</b>	<b>strength</b>	<b>squirrel</b>



**SORT 38** Consonant Digraphs-plus-r-Blends and *squ* (*thr/shr/squ*)

<i>thr</i>	<i>shr</i>	<i>squ</i>
three	shred	square
shrink	squawk	throne
squint	threw	shrank
through	squish	shrunk
squash	shriek	squeeze
thrill	shrimp	squirt
squeak	threat	squirm
thrifty	throw	thrown

Spell Check 6 Sorts 37-38 Beginning Complex Consonant Clusters

Name \_\_\_\_\_

1. squ

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. thr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. shr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. scr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. spr

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. str

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SORT 39** Hard and Soft *c* and *g*

<b>Soft <i>c</i></b>	<b>Hard <i>c</i></b>	<b>Soft <i>g</i></b>
<b>Hard <i>g</i></b>	<b>city</b>	<b>card</b>
<b>giant</b>	<b>gave</b>	<b>center</b>
<b>circle</b>	<b>code</b>	<b>gem</b>
<b>gym</b>	<b>golf</b>	<b>circus</b>
<b>cart</b>	<b>guess</b>	<b>cell</b>
<b>cub</b>	<b>gentle</b>	<b>guest</b>
<b>cent</b>	<b>calf</b>	<b>guide</b>
<b>gist</b>	<b>cycle</b>	<b>ginger</b>

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**SORT 40 -ce/-ve/-se**

<b>-ce</b>	<b>-ve</b>	<b>-se</b>
<b>chance</b>	<b>move</b>	<b>please</b>
<b>prince</b>	<b>tease</b>	<b>leave</b>
<b>glove</b>	<b>choose</b>	<b>dance</b>
<b>fence</b>	<b>shove</b>	<b>loose</b>
<b>glance</b>	<b>piece</b>	<b>cheese</b>
<b>peace</b>	<b>wise</b>	<b>solve</b>
<b>bounce</b>	<b>prove</b>	<b>sense</b>
<b>France</b>	<b>twelve</b>	<b>pounce</b>

Name \_\_\_\_\_

Spell Check 7 Sorts 39-40 Hard and Soft c and g  
and Word Endings -ce, -se, and -ve

<p>1. Hard c or g</p> <hr/> <hr/> <hr/> <hr/>	<p>2. Soft c or g</p> <hr/> <hr/> <hr/> <hr/>	
<p>3. -ce</p> <hr/> <hr/> <hr/> <hr/>	<p>4. -se</p> <hr/> <hr/> <hr/> <hr/>	<p>5. -ve</p> <hr/> <hr/> <hr/> <hr/>



**SORT 41** *dge/ge*

<b><i>dge</i></b>	<b><i>ge</i></b>	<b><i>r, l, n + ge</i></b>
edge	age	large
badge	stage	charge
range	ridge	rage
cage	surge	bulge
lodge	fudge	huge
change	judge	bridge
ledge	sponge	dodge
hedge	plunge	pledge

**SORT 42** *tch/ch*

<b><i>tch</i></b>	<b><i>ch</i></b>	<b><i>r, l, n + ch</i></b>
catch	reach	porch
coach	bench	witch
pitch	beach	torch
gulch	pouch	which
sketch	screech	roach
fetch	match	branch
couch	crunch	hutch
rich	switch	much

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Spell Check 8 Sorts 41-42 Complex Consonant      Name \_\_\_\_\_  
Clusters dge/ge and tch/ch

<b>1. Short Vowels</b> _____ _____ _____ _____ _____ _____ _____	<b>2. Long Vowels</b> _____ _____ _____ _____ _____ _____ _____	<b>3. Vowel + R, L, or N</b> _____ _____ _____ _____ _____ _____ _____
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