

# SORTS 19–24

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## Less Common Long-Vowel Patterns

### NOTES FOR THE TEACHER

Sorts 19–24 present a variety of other long-vowel patterns. We examine the less common vowel patterns for the vowels *a*, *o*, *u*, and *i* in a series of six sorts. The long-vowel patterns introduced in these sorts are less common because they occur in harder words. Also, some patterns end in a vowel sound (e.g., *lay*, *chew*, *cry*) and thus introduce the *open syllable* concept. (An open syllable ends in a vowel sound as opposed to being “closed” with a consonant that you can hear.) Other less common long-vowel patterns introduced in this section include the CVCC patterns in words such as *told*, *mild*, or *light*. As you can probably tell, we increased the cognitive load in these sorts by including more words, harder words, words that address a new concept (the open syllable), and, for some vowels, a new pattern. Although the open syllable and the CVCC patterns are the new spelling features introduced in this section, previously studied vowel sounds and patterns, including the CVCe and CVCC patterns from earlier sorts, reappear in new words and provide a starting point for comparison.

Sorts 19–24 are designed for middle within word pattern stage spellers who are using but confusing the less common long-vowel patterns. They might spell the word *told*, TOALD; or the word *mild*, MILED. Most of the words in these sorts are on a third- to fourth-grade level. Where possible, more difficult words are listed at the end of each lesson. You might use the Spell Check on page 58 as a pretest to see which of your students are in need of these sorts. Students who spell most of the words on the Spell Check correctly may benefit from the study of *r*-influenced vowels or diphthongs introduced in sorts 25–35 instead.

Each of these six sorts contains 23 to 24 words plus 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 high-frequency words whose patterns violate the dominant pattern-to-sound correspondence or are words that encompass features of two or more categories. For example, the word *lost* is an oddball because it does not contain the long *-o* sound of other CVCC words like *most* or *post*, but is consistent with short *-o* words with a similar pattern (e.g., *cost*).

This sequence of sorts could easily be done in a different order. The patterns for *o* are presented last since the CVCC pattern for long *-o* overlaps with a similar pattern for the short *-o* sound. Sort 24 reviews all of the long-vowel patterns studied up to this point.

While sorts 19–24 are decidedly more difficult than the previous 18 sorts, the recursive nature of word study makes it possible to generalize the new patterns introduced here across the vowels. This is the objective of sort 24 that reviews the CVCC, CVVC, and open-syllable patterns across all four vowels.

By this time your students should be adept at sorting by sound and by pattern. Since the focus of these sorts is on less common vowel patterns, and since only a few short-vowel words are included in each sort, you might be able to speed up the introductory process of sorting by sound first before sorting by pattern and try sorting by sound and pattern simultaneously. If students are experienced sorters, you may come to rely more on open sorts in which they are asked to cut apart their words and sort them into categories of sound and pattern before they come to the group lesson. Asking capable students to do these open sorts while you are working directly with another group can make managing several groups easier. Open sorts are also diagnostic and allow you to see what students are noticing about the orthography. You may want to cut off the headers before duplicating the words for open sorts. Also, remember to enlarge the sorts when copying to increase the size.

When possible, share books and poems that contain some words that are spelled with the targeted feature. For example, *Stellaluna* (by Janell Cannon) contains many examples of the VCC and open-syllable long-vowel patterns.

## STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 19–24

1. **Repeated Work with Word Sorts:** Students sort their own word cards independently and with partners throughout the week.
2. **Writing Sorts and Word Study Notebooks:** Students record their word sorts into columns in their notebooks and write reflections. It is a good idea to have students write about what they learned about the spelling of these words after they have recorded their sort.
3. **Speed Sorts:** Using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time. Repeated, timed speed sorts help students internalize spelling patterns and become automatic in recognizing them.
4. **Word Hunts:** Students look for words in previously read material that are spelled with the same pattern under study, then add them to their word study notebook.
5. **Dictated Sentences:** Compose a sentence containing some word study words and have your students write it to your dictation. Provide feedback about spelling and mechanics.
6. **Blind or No-Peeking Sorts and No-Peeking Writing Sorts:** One student calls out a word without showing it; the other student points to the column it should go in. Or, the second partner writes the word under a key word. In either case, the word card is shown later and students check the spelling.
7. **Homework:** Additional sorts and writing sorts may be assigned for homework. See the homework form in the Appendix.
8. **Games and Other Activities:** Create games and activities such as those in *WTW* or download them ready made from the *WTW* CD-ROM.
9. **Assessment:** Students should be assessed weekly on each set of words. An assessment of all long-vowel CVVC patterns used in these sorts follows on page 58: *Spell Check 3: Less Common Long-Vowel Patterns*.

### SORT 19 SHORT -A AND LONG -A (CVCe, CVVC-AI, AND OPEN SYLLABLE AY)

This sort contains 23 words and four headers. Begin as usual by reading and discussing the meaning of the words. Then, ask students what they notice about the spelling of the words. Next, display the short -a and long -a symbols with the pattern labels to head

each of the four columns. Tell your students that they will learn a new pattern for the long *-a* sound in this sort: the *ay* pattern.

## Demonstrate

Demonstrate the sort as in previous sorts. The word *raise* merits some discussion because it has the CVVC pattern *ai* in addition to an *e* at the end. Explain that the *e* at the end of *raise* is not the same kind of silent *-e* that makes the medial vowel “say its name” as in the CVCe pattern they have previously sorted. The *e* at the end of *raise* tells us that the final *s* is pronounced like a /z/ instead of an /s/. The word *raise* may or may not be considered an oddball. (Sort 40 explores *ce*, *ve*, and *se* endings.)

CVC	CVCe	CVVC-ai	CVV-ay
glass	trade	Spain	lay
stand	brave	grain	stay
past	slave	aid	play
	shape	nail	clay
	taste	gain	tray
		raise*	stray
			gray
			pray
			hay

\*discuss final *e*

Help your students reflect on this sort. See if they notice that all of the *ay* words end in a long-vowel sound. Tell your students that a syllable or a one-syllable word that ends in a long-vowel sound is called an open syllable. One way of labeling an open-syllable pattern is to label it a CV or CVV pattern, since the *y* acts as a vowel in these long *-a* words.

Have your students **sort**, **check**, **reflect**, and **extend** this sort by completing the recommended standard weekly routines for sorts 19–24: Repeated Word Sorts, Writing Sorts, Speed Sorts, Word Hunts, Dictated Sentences, and Blind or No-Peeking Sorts.

**More Difficult Words:** (18) *grand, brass, task, tramp, grave, graze, lame, rate, slate, stale, faith, stain, fail, praise, jay, sway, ray, slay.*

## SORT 20 SHORT -O AND LONG -O (CVCe, CVVC-OA, AND OPEN SYLLABLE OW)

Introduce the sort in a manner similar to sort 19 or you might want to try an open sort in which the students sort on their own before any discussion. As you read and discuss the words, be sure to call attention to the homophone pair *Rome* and *roam*. Also point out the word *know* and discuss the silent *k* at the beginning of that word. Remind them of the work *knock* from sort 14. See if they can spot another word that has a silent letter at the beginning (*wrote*). Tell your students that they will learn a new pattern for the long *-o* sound: the *ow* pattern.

## Demonstrate

Demonstrate this sort as in previous sorts. The word *lose* will require some discussion because it has the CVCe pattern but does not contain the long *-o* sound. The word *lose* could be considered an oddball.

CVC	CVCe	CVVC- <i>oa</i>	CVV- <i>ow</i>	
stock	froze	coal	show	lose
long	globe	coach	blow	
	Rome*	roast	slow	
	close	oat	grow	
	wrote	loaf	flow	
		roam*	throw	
			row	
			mow	
			know	

\*homophones

Help your students reflect on this sort. See what they think about the *ow* pattern in relation to the *open syllable* discussion in the previous sort. Remind them that when a syllable or a one-syllable word ends with a long-vowel sound, it is called an *open syllable*. One way of labeling the open-syllable pattern is by labeling it in a CV or CVV pattern since *w* acts like a vowel, not a consonant.

Have your students **sort**, **check**, **reflect**, and **extend** this sort by completing the recommended standard weekly routines for sorts 19–24: Repeated Word Sorts, Writing Sorts, Speed Sorts, Word Hunts, and Blind or No-Peeking Sorts. You might dictate the sentence: *Show the coach how you throw a slow ball close to the corner of home plate.*

**More Difficult Words:** (18) *dock, prompt, stomp, blond, sole, dome, pose, quote, rove, yoke, lope, zone, cloak, loaves, boast, coax, loan, broad.*

## SORT 21 SHORT -U AND LONG -U (OPEN SYLLABLE EW AND UE)

Introduce the sort in a manner similar to the previous two sorts. As you read and discuss the words, be sure to discuss the meanings of the homophone pairs *dew* and *due*, *flew* and *flue*, *blew* and *blue*. Remind students that when words sound the same but have a different meaning, the words have a different spelling pattern so we can tell them apart. Ask if anyone can tell which two spelling patterns are alternated in these homophone pairs (*ew* and *ue*). Tell your students that *ew* and *ue* are the new spelling patterns they will learn for the long -*u* sound. Explain that the final *w* in the *ew* pattern acts like a vowel so that *dew*, *blew*, *flew*, and so on end in a vowel sound, just like the long -*o* words that ended in *ow* did. You might ask if anyone sees any other homophones in the long -*u* list and talk about the silent *k* in the word *knew* and how *knew* is past tense for *know*, a word they had in the long -*o* sort. Remind them that when a syllable or a word that is one syllable ends with a long-vowel sound, it is called an *open syllable*. One way of labeling the open-syllable pattern is by labeling in a CV or CVV pattern, since *w* acts like a vowel.

### Demonstrate

Demonstrate this sort as in the previous two sorts. There are three oddballs in this sort: *truth*, *do*, and *sew*. You will need to give your students a heads-up about the pronunciation of *sew*. Remind students that oddballs are usually words that have a spelling pattern associated with a different vowel sound than the one it actually has. After finding the oddballs in this sort, discuss their spelling pattern in terms of the vowel sound normally associated with that pattern, and then clarify the vowel sound they actually have.

CVC	CVV-ew	CVV-ue	
thumb	new*	due*	truth
plump	grew	flue	do
brush	chew	blue	sew
stuck	few	glue	
junk	flew	true	
trunk	knew*	clue	
	stew		
	blew*		
	dew*		

\*homophones

Have your students **sort, check, reflect, and extend** this sort by completing the recommended standard weekly routines for sorts 19–24: Repeated Word Sorts, Writing Sorts, Speed Sorts, Word Hunts, and Blind or No-Peeking Sorts. You might dictate the sentence: *I knew he did not have a clue about the homework that was due in a few hours.*

**More Difficult Words:** (13) *crumb, tusk, husk, slump, snuff, shrewd, strewn, whew, screw, brew, hue, cruel, fuel.*

## SORT 22 SHORT -I AND LONG -I (CVCe, VCC-IGH, AND OPEN SYLLABLE -Y)

This sort contains 23 words and four headers. Begin as usual by reading and discussing the meaning of the words, especially the homophones *write* and *right*. Next, display the short -i and long -i symbols with the pattern labels to head each of the four columns. Review the CVC pattern associated with the short -i sound and the CVCe pattern for the long -i sound. (If necessary, revisit sort 8.) Tell your students they will learn two new patterns for the long -i sound in this sort. Discuss how the *gh* of the *igh* pattern is silent but the *gh* signals that the *i* sound is long. Explain that we can label the *igh* pattern VCC, since the vowel *i* is followed by two consonants: the *g* and the *h*. Remind students that the open-syllable pattern in words like *why*, *cry*, and *sky* can be labeled CV, since the *y* acts as a vowel in these long -i words.

### Demonstrate

Demonstrate the sort as in previous sorts. You might review the *qu* in the words *quick*, *quit*, and *quite*. As you sort, the word *since* may come up for discussion because it has a silent *e* at the end but does not have a long -i sound.

CVC	CVCe	VCC-igh	CV-y	
quick	write*	might	why	since
quit	twice	high	cry	
	quite	night	sky	
	rise	bright	fly	
	white	fight	try	
		flight	shy	
		sight		
		sigh		
		right*		

\* homophones

Have your students **sort, check, reflect,** and **extend** this sort by completing the recommended standard weekly routines for sorts 19–24. You might dictate the sentence: *Last night I had quite a fright!*

**More Difficult Words:** (15) *filth, risk, swift, twist, crime, prime, chime, lime, spice, lice, mite, fright, slight, thigh, sly.*

## SORT 23 SHORT -I AND LONG -I (VCC) WITH SHORT -O AND LONG -O (VCC)

This sort contains 23 words and four headers and focuses on two additional VCC patterns for both the long -i and long -o sounds. These are contrasted with similar short-vowel patterns for both vowels. Because of the overlap in patterns, this can be a difficult sort. The oddball *lost* has a spelling pattern associated with both short and long -o words—as in *cost* versus *most*. *Lost* could be placed with short -o CVCC words or deemed an *oddball*. Since the patterns do overlap in this sort, it is best to sort first by sound, and then sort by patterns within each sound category.

CVCC	VCC	CVCC	VCC
film	wild	loss	told
fist	find	fond	most
	child	pond	cold
	kind	lost	both
	mind		roll
	blind		scold
	mild		gold
			post
			ghost
			fold

Have your students **sort, check, reflect,** and **extend** this sort by completing the recommended standard weekly routines for sorts 19–24.

**More Difficult Words:** (15) *mint, hint, sift, tilt, hind, wind, jolt, colt, bold, host, mold, volt, bolt, comb, cost.*

## SORT 24 REVIEW OF LONG-VOWEL PATTERNS

This sort reviews the four long-vowel patterns that apply to all five long-vowel sounds for *a, e, i, o,* and *u*. The headers represent the patterns to be reviewed: VCC, CVVC, CVCe, and open-syllable patterns. There are 23 new words following these four familiar long-vowel patterns. Introduce the sort in a manner similar to sort 18.

CVCC	CVVC	CVCe	Open
sold	bleed	wave	glow
hold	steep	tone	crew
grind	sneak	slide	dry
bind	school	scene	crow
light	jail		drew
	soak		way
	pool		
	feast		

Review all the less common long-vowel patterns using words from sorts 19, 20, 21, 22, and 23.



## SPELL CHECK 3

### ASSESSMENT FOR LESS COMMON LONG-VOWEL PATTERNS

This assessment is administered as a writing sort. All of the words assessed have been presented previously in sorts 19–24. Photocopy page 58 for all students you wish to participate in the Spell Check. Say each word clearly, then ask your students to write it on lines provided under the correct pattern header. If you plan to grade this assessment, give one point for the proper placement of the word if it is written into the right category, and another point for the correct spelling of the word. These are the 20 words assessed:

- |           |           |           |
|-----------|-----------|-----------|
| 1. gold   | 2. fruit  | 3. try    |
| 4. kind   | 5. pool   | 6. stay   |
| 7. child  | 8. chain  | 9. grow   |
| 10. light | 11. sweet | 12. few   |
| 13. rule  | 14. float | 15. true  |
| 16. blame | 17. spoon | 18. drive |
| 19. those | 20. clue  |           |

**SORT 19 Short -a and Long -a (CVCe, CVVC-ai, and Open Syllable-ay)**

ă CVC	ā CVCe	āi CVVC
āy CVV	lay	trade
Spain	glass	stay
raise	grain	brave
play	clay	stand
slave	nail	tray
stray	gray	gain
taste	aid	hay
shape	past	pray



**SORT 20 Short -o and Long -o (CVCe, CVVC-oo, and Open Syllable-ow)**

ō CVC	ō CVCe	ōa CVVC
ōw CVV	froze	coal
show	stock	slow
globe	coach	blow
grow	lose	Rome
roast	flow	throw
row	long	close
oat	mow	know
wrote	roam	loaf

**SORT 21 Short -u and Long -u (Open Syllable ew and ue)**

ŭ CVC	ēw CVV	ūe CVV
thumb	new	due
grew	truth	flue
plump	chew	do
blue	brush	glue
few	junk	true
stuck	flew	stew
knew	clue	blew
dew	trunk	sew

**SORT 22** Short -i and Long -i (CVCe, VCC-igh, and CV-Open Syllable-y)

ĩ CVC	ī CVCe	īgh VCC
y = ī CV	might	quick
why	write	high
night	twice	quite
cry	bright	sky
quit	fight	fly
flight	sight	rise
try	since	white
sigh	shy	right

**SORT 23 Short -i and Long -i (VCC) with Short -o and Long -o (VCC)**

ĩ CVCC	ī VCC	õ CVCC
ō VCC	wild	told
film	loss	child
fond	lost	both
kind	roll	fist
cold	scold	gold
most	find	pond
post	fold	mild
blind	ghost	mind

**SORT 24** Review of Long-Vowel Patterns (CVCC/CVVC/CVCe/CV)

CVCC	CVVC	CVCe
CV & CVV Open syllable	sold	bleed
wave	glow	hold
steep	tone	crew
grind	sneak	slide
dry	crow	bind
school	jail	soak
scene	drew	light
pool	way	feast

Spell Check 3 Sorts 19-24 Less Common  
Long-Vowel Patterns

Name \_\_\_\_\_

1. CVCC

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2. CVCe

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3. CVVC

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4. CV or CVV Open Syllable

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