

# SORTS 25-30

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## R-Influenced Vowel Patterns

### NOTES FOR THE TEACHER

Sorts 25–30 present the spelling patterns for *r*-influenced (or *r*-controlled) vowels for *a*, *e*, *i*, *o*, and *u*. Unfortunately, many students are stymied by *r*-influenced vowels and end up spelling simple words like *skirt*, SKURT; or even *girl* as GRIL. Fortunately, most *r*-influenced spelling patterns follow the same long-vowel patterns already studied, so this sequence of sorts will capitalize on this happy state of affairs by comparing and contrasting the short- and long-vowel patterns for the *r*-influenced words. There are many homophones among the *r*-influenced words and you will find that the use of meaning will help focus your students' attention on the vowel patterns that distinguish them. *Stair* and *stare*, *fair* and *fare*, *pair* and *pare* are all distinguishable by the long-vowel patterns learned in the earlier sorts in this supplement. Meaning will help straighten out even the most difficult of the *r*-influenced words—the “schwa plus *r*.” The *schwa* is a vowel in an unstressed syllable such as the /uh/ sound in the first syllable of *about*, or a vowel in a single-syllable word that has been robbed of its own identity by the stronger sounds that surround it. Such is the case with words like *fir* and *fur*, *per* and *purr*. In all of these little words, the *r* robs the vowel of its own identity, making it impossible to tell what vowel is in the middle by the use of sound alone.

Sorts 25–30 are designed for middle-to-late within word pattern stage spellers. Most of the words in these sorts are on a third- to fourth-grade level. You might use the Spell Check on page 72 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 some of the more difficult features introduced in sorts 31–49.

Each of these six sorts contains from 21 to 27 words plus 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 often words whose patterns violate the dominant pattern-to-sound correspondence. For example, the word *heard* is an oddball because it does not contain the long *-e* sound of other *ear* words like *hear* or *clear*. Many oddballs are homophones—they have a different pattern because they have a different meaning.

We recommend that you demonstrate the categorization of *r*-influenced spelling by first sorting by sound, and then sorting by patterns within each category of sound. While teacher-directed sorts are described here you may also choose to do open sorts as a first step. Remove the headers before giving students a copy of the words and ask them to discover categories on their own before sorting as a group.

Enlarge the sorts before duplicating for students. When possible, share books that contain a number of words with the targeted spelling feature. For example, *Wagon Wheels* (by Barbara Brennen) contains *r*-influenced words like *dirt*, *burn*, *third*, and *corn*. The *Story of Ferdinand* (by Munro Leaf) contains *cork* and *snort*.

## STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 25-30

- 1. Repeated Work with Word Sorts:** Students sort their *r*-influenced word cards independently and with partners several times across the week. Students sort first by sound, and then by pattern within each category of sound.
- 2. Writing Sorts and Word Study Notebooks:** Students record their word sorts by writing them into columns in their notebooks under the same key word that headed the columns of their word sort. Students write their reflections about what they learned about the spelling of these words after they have recorded their sort. See the homework form in the Appendix if you wish to assign additional sorts and writing sorts for homework.
- 3. Write and Draw:** Since so many *r*-influenced patterns are homophones, this is an ideal time to reintroduce the idea of illustrating the meaning of these homophones with carefully done drawings and thoughtful sentences. Ask your students to pick five words from their weekly sort and draw a picture that will make their meaning clear. You will need to lay down some guidelines regarding the size and expectations for detail in these drawings. Also, you will need to model how to turn simple sentences into more elaborate ones. For example, use an overhead to show students how they can turn a simple sentence like, *I saw a hare* into a more elaborate version such as, *I saw a brown hare hopping through the forest* by asking questions like *What kind of hare?* or *Where did you see it?* Homophone illustrations and meaningful sentences can be collected to form a class homophone dictionary as described and illustrated in *WTW*.
- 4. Speed Sorts:** Repeated word sorts can be timed using a stopwatch. Students try to sort faster and faster to try to beat their own time without sacrificing accuracy. Speed sorts help students become automatic in recognizing spelling patterns, and this translates into faster, more accurate word recognition.
- 5. Word Hunts:** Students hunt through previously read material for additional exemplars of a pattern being studied.
- 6. Dictated Sentences:** Compose a sentence containing some of the words in each lesson and have students write it to your dictation. Give them feedback about their spelling and mechanics.
- 7. Blind or No-Peeking Sorts:** Blind or no-peeking sorts require students to think about words by sound and by pattern and to use the headers as models for analogy. See previous sorts for a description of this activity.
- 8. Games and Other Activities:** Create games and activities such as those in Chapter 6 of *WTW* or download them ready made from the *WTW* CD-ROM. The game *Treasure* from the *WTW* CD-ROM is one we highly recommend for extended practice with *r*-influenced vowel patterns.
- 9. Assessment:** An assessment of *r*-influenced homophones may be found on page 72. Note that this assessment requires students to recognize the spelling pattern associated with a particular *meaning*.

## SORT 25 AR, ARE, AIR

### Demonstrate

There are 23 words in this *r*-influenced sort. Read and discuss the words before sorting, paying particular attention to the homophones (see asterisked words below). When you discuss these words again after the sorting, you and your students will probably conclude that all of these words are influenced by the sound of the /r/ but that they still work the same way as most short- and long-vowel patterns do.

First, sort the words into two columns by *sound*: short *-r* words that sound like /ar/ in the middle, and long *-r* words that sound like the word *air* in the middle. All of the words will fit into one of these two categories. Next, discuss the spelling patterns of most of the short *-r* words. All but one are spelled with *ar* in the middle, just as it sounds. The exception, *heart*, could be considered an oddball since it sounds like a short *-r* word but is not spelled with *ar*. Tell students that there is a homophone partner for the word *heart* spelled with an *ar*—*hart*—an old-fashioned word for a male deer. The word *heart* has a different spelling pattern since the *ar* was already taken. If you like, add the word *hart* to the short *-r* group by using the blank template in the back of the book.

Next, discuss the spelling patterns of the long-*r* group. Many patterns should be familiar to students, particularly the *are* and *air* patterns. Display the *are* and *air* pattern headers and sort the long *-r* group by these patterns. The ones that do not fit may be considered oddballs. Ask if they notice any recurring spelling pattern among the oddballs. *Bear*, *wear*, and *pear* are all spelled with an *ear* pattern but have a long *-a*, not a long *-e*, sound. The pattern in the word *where* is unique but necessary since *ware* and *wear* are already taken. Sort 25 should look something like this:

| <i>ar</i> | <i>are</i> | <i>air</i> | oddball |
|-----------|------------|------------|---------|
| part      | care       | hair*      | pear*   |
| start     | pare*      | fair*      | wear*   |
| harm      | stare*     | pair*      | bear*   |
| sharp     | square*    | chair      | where*  |
| dark      | bare*      | stair      | heart*  |
| shark     | fare*      |            |         |
|           | hare       |            |         |

\* homophones

### Sort, Check, Reflect, and Extend

Have your students sort their own word cards, check their sorts by reading down each column to check for consistency in sound and pattern, then record their sort in their word study notebooks declaring what they have learned in a written reflection. Extend this sort with Write and Draw activities and other standard weekly routines. Do not forget about the game Treasure from the WTW CD-ROM.

**More Difficult Words:** (15) *hart, harp, barb, scar, lark, arch, glare, ware, flare, rare, snare, spare, blare, flair, lair.*

## SORT 26 ER, EAR, EER

This sort contains 23 *r*-influenced *e* words. Introduce the sort in a manner similar to sort 25. The oddballs *earth*, *heard*, and *learn* all contain the *ear* pattern but do not have the long *-e* sound associated with that pattern in words like *ear* or *hear*. Be sure to discuss the

meaning of the word *heard* as distinct from its homophone partner *herd*, and point out the *hear* inside of *heard* as a spelling-meaning connection. You might discuss the change in verb tense between *hear* and *heard* and use them both in meaningful sentences.

| <i>er</i> | <i>ear</i> | <i>eer</i> | <i>oddball</i> |
|-----------|------------|------------|----------------|
| her       | ear        | deer*      | earth          |
| perch     | fear       | steer      | heard*         |
| herd*     | spear      | cheer      | learn          |
| fern      | clear      | peer       |                |
| germ      | rear       |            |                |
| clerk     | dear*      |            |                |
| term      | year       |            |                |
|           | near       |            |                |
|           | beard      |            |                |

\* homophones

NOTE: The words *nerve*, *serve*, or *terse* may be encountered in a word hunt and may be placed in the *oddball* category. The final *e* in these words merits some discussion so as to be distinguished from the silent *-e* of the *CVCe* long-vowel pattern. This feature is taught directly in sort 40.

**More Difficult Words:** (10) *herb*, *perk*, *stern*, *jerk*, *sear*, *queer*, *sneer*, *leer*, *yearn*, *swear*.

## SORT 27 IR, IRE, IER

There are 24 words and three headers in this *r*-influenced *i* sort. Introduce the sort in a manner similar to the previous two sorts. The meaning and spelling of the oddball *fur* should be discussed and contrasted with its homophone partner *fir*. You may prefer to categorize the words *drier*, *pliers*, *flier*, and *crier* as oddballs, too, as these words are derived from another form of the word. These *ier* words should be discussed in terms of the meaning of their base forms and the spelling changes that occur when changing the verb (*dry*, *fly*, *ply*, *cry*) to a noun (*drier*, *pliers*, *flier*, *crier*). Be sure to use these words in meaningful sentences. Most students will be unfamiliar with the meaning of the verb *ply* and may not know what *pliers* are, so you might want to bring in your toolbox! The word *higher* is not included in this but may come up as a homophone partner to *hire*. The words *whirl*, *twirl*, and *swirl* are very difficult words because of the presence of the /w/ sound at the beginning and because of the *l* in addition to the *r* at the end. Also, these words all have similar meanings that will require discussion and maybe even physical demonstration. Happy twirling!

| <i>ir</i> | <i>ire</i> | <i>ier</i> |      |
|-----------|------------|------------|------|
| bird      | fire       | drier      | fur* |
| first     | wire       | pliers     |      |
| dirt      | tire       | flier      |      |
| third     | hire*      | crier      |      |
| girl      |            |            |      |
| birth     |            |            |      |
| shirt     |            |            |      |
| fir*      |            |            |      |
| whirl     |            |            |      |
| swirl     |            |            |      |
| thirst    |            |            |      |
| chirp     |            |            |      |
| skirt     |            |            |      |
| stir      |            |            |      |
| twirl     |            |            |      |

\*homophone

NOTE: It is impossible to hear the short -i sound apart from the /r/ sound in the *ir* words because the sound of /r/ includes the vowel. Because *r*-blends like the *fr*, *gr*, or *br* in easy words like *frog*, *grab*, and *brick* are very common, some students may persist spelling first as *FRIST*, *girl* as *GRIL*, *bird* as *BRID*. If this problem persists, you might extend this sort by comparing common *r*-blends to these short -*r* words (*grip* versus *girl*; *drip* versus *dirt*, etc.). See Chapter 6 in *WTW* for details.

**More Difficult Words:** (10) *firm, sir, whirr, sire, spire, mire, higher, liar, friar, frier.*

## Sort, Check, Reflect, and Extend

Have your students sort their own word cards and check their sorts by reading down each column to check for consistency in sound and pattern. Have them record their sort in their word study notebooks and declare what they have learned in a written reflection. Extend this sort with Write and Draw activities and other standard weekly routines. Additional *r*-influenced sorts may be found in the Appendix of *WTW*.

## SORT 28 OR, ORE, OAR

*R*-influenced *o* words do not have the short and long distinction in sound that the *r*-influenced patterns for *a*, *e*, and *i* do. The vowel sound is pronounced /or/ whether the word is long or short. The vowel sounds in *fork*, *store*, and *roar* are all the same. *R*-influenced *o* words have the further distinction of having a *schwa plus r* sound that occurs in words that start with *w*—words like *word*, *work*, or *worm*. In *w* plus *or* words the vowel sound is robbed of its identity because of the stronger sounds of the *w* and *r* on either side. Introduce this sort by the patterns *or*, *ore*, *oar*, and *w + or*. Be sure to discuss how the sound of *or* changes after *w*. The oddballs in this sort also have the /or/ sound but have different patterns—as in *four*, *floor*, and *poor*. There are also six homophones in this sort, but only one homophone in the pair is included. In each case, the homophone partner is a more difficult word. The partners are included in the list of More Difficult Words below.

| <i>or</i> | <i>ore</i> | <i>oar</i> | <i>w + or</i> |       |
|-----------|------------|------------|---------------|-------|
| form      | shore      | board*     | word          | four* |
| fork      | store      | roar       | work          | floor |
| horn      | more       | oar*       | world         | poor* |
| north     | tore       | soar*      | worm          |       |
| corn      | wore       |            |               |       |
| storm     | horse*     |            |               |       |

\*homophones

**More Difficult Words:** (18) *chord, ford, fort, pork, sworn, for, scorn, sore, swore, forge, gorge, ore, coarse, bored, worse, pour, fourth, court.*

## SORT 29 UR, URE, UR-E

There are only 21 words in this *r*-influenced *u* sort because it is more difficult than the previous four sorts in this series. The words themselves are harder so you must be careful to bring them to life through enriched discussion and by providing robust examples. Many students may not have heard of the words *lure*, *churn*, or *surf*. In addition, there is considerable variation in the pronunciation of some of the *ure* words like *pure* and *cure*. Some may pronounce these words as two syllables as in *pee-your* for *pure*. You may find some students placing *pure* and *cure* in the oddball column while others may put them with the other *ure* words like *sure* and *lure*. Either way is fine. You will need to discuss the final *e* in the words *curve*, *nurse*, *purse*, and *curse* and distinguish the *ur-e* pattern from the *CVCe* long-vowel pattern. You could keep these words in their own *ur-e* category

because of their unique spelling pattern, or you could put them with the *ur* group since they share the same *schwa-plus-r* sound in the middle. To work out these issues, we recommend introducing this sort in a two-column sound sort first.

Demonstrate the sound sort, which may look like this:

|             |             |
|-------------|-------------|
| <i>turn</i> | <i>sure</i> |
| burn        | lure        |
| hurt        | pure        |
| curl        | cure        |
| church      |             |
| hurl        |             |
| burst       |             |
| churn       |             |
| surf*       |             |
| purr*       |             |
| curb        |             |
| turkey      |             |
| purple      |             |
| curve       |             |
| nurse       |             |
| purse       |             |
| curse       |             |

\*homophones

Follow this with a pattern sort which will look like this:

| <i>ur</i>   | <i>ure</i>  | <i>ur-e</i>  | <i>oddball</i> |
|-------------|-------------|--------------|----------------|
| <i>turn</i> | <i>sure</i> | <i>curve</i> |                |
| burn        | lure        | nurse        |                |
| hurt        | pure        | purse        |                |
| curl        | cure        | curse        |                |
| church      |             |              |                |
| hurl        |             |              |                |
| burst       |             |              |                |
| churn       |             |              |                |
| surf*       |             |              |                |
| purr*       |             |              |                |
| curb        |             |              |                |
| turkey      |             |              |                |
| purple      |             |              |                |

\*homophones

**More Difficult Words:** (5) *blurt, lurch, spurt, burr, purge*.

## SORT 30 REVIEW OF AR, SCHWA-PLUS-R, AND OR

The sounds and patterns of the previous five sorts are reviewed in this sound sort that presents 24 words in three categories. The words *serve* and *nerve* may be categorized as oddballs due to their final *e*, or they may be grouped with the *schwa-plus-r* words that have the same sound. All but one of the words are new words that follow the same sound and patterns presented in sorts 25-29. The word *horse* is repeated to complete the homophone pair *hoarse* and *horse*. The homophones *boar* and *bore* will require discussion. Display the headers *ar*, *schwa + r*, and *or*, then introduce the sound sort in a manner similar to sort 28.



| <i>ar</i> | <i>Schwa + r</i> | <i>or</i> |       |
|-----------|------------------|-----------|-------|
| jar       | earn             | torn      | serve |
| hard      | search           | snort     | nerve |
| yard      | pearl            | hoarse*   |       |
| march     | worth            | horse*    |       |
|           | worst            | core      |       |
|           | spur             | chore     |       |
|           | sir              | boar*     |       |
|           | lurk             | bore*     |       |
|           |                  | score     |       |
|           |                  | snore     |       |

\*homophones

More Difficult Words: (4) *war, warn, warp, ward.*

## SPELL CHECK 4

### ASSESSMENT FOR R-INFLUENCED VOWELS

This assessment is presented in a word recognition format and checks for the recognition of the correct spelling pattern of 20 *r*-influenced words. The Spell Check assesses the short and long *r*-influenced vowel sounds as well as the *schwa-plus-r* sound. Six homophones are included to assess student knowledge of the spelling patterns that differentiate their word meanings. All of the words assessed have been studied before in sorts 25–30. Photocopy page 72 for all students you wish to participate in the Spell Check. Name each picture, then read the sentence that goes with each picture (see below). You may need the sentences to be sure students know which meaning the pictures are targeting, especially for the homophones. Tell your students to circle the word under each picture that matches the meaning of the sentence and that contains the correct spelling pattern.

1. **Bird.** A **bird** is a warm-blooded, egg-laying, feathered vertebrate with wings. **Bird.**
2. **Thorn.** A **thorn** is a sharp, spiny point that sticks out of a plant stem and can prick your finger. **Thorn.**
3. **Shirt.** A **shirt** is a piece of clothing for the upper part of the body typically having a collar, sleeves, and a front opening. **Shirt.**
4. **Jar.** A **jar** is a glass or ceramic container with a wide mouth, usually without handles; is cylinder-shaped, and used to store things like honey. **Jar.**
5. **Tire.** A **tire** is a covering for a wheel, usually made out of rubber. **Tire.**
6. **Fire.** They learned how to start a **fire** by rubbing two sticks together. **Fire.**
7. **Heart.** Most valentines are in the shape of a **heart**. **Heart.**
8. **Deer.** A male **deer** grows antlers and is sometimes called a buck. **Deer.**
9. **Horn.** A **horn** is a musical instrument such as a trumpet. **Horn.**
10. **Worm.** **Worms** are invertebrate animals that often have no arms or legs. **Worms.**
11. **Four.** The number **four** comes after the number three. **Four.**
12. **Chair.** A **chair** is a piece of furniture that makes it possible for people to sit. **Chair.**
13. **First.** **First** corresponds in order to the number 1. **First.**
14. **Yarn.** **Yarn** is a long strand of twisted thread made of a fiber such as wool, and is used in weaving or knitting. **Yarn.**
15. **Pliers.** **Pliers** are a type of tool used for holding, bending, or cutting. **Pliers.**
16. **Pear.** A **pear** is a type of fruit that is eaten like an apple. **Pear.**
17. **Corn.** **Corn** is a type of grain or cereal plant that bears seeds or kernels on large ears. **Corn.**
18. **Horse.** A **horse** is a large hoofed animal with a shorthaired coat, a long mane, and a long tail; and is used for riding and carrying heavy loads. **Horse.**
19. **Hare.** A **hare** looks like a rabbit with long ears, large hind feet, and legs that are made for jumping. **Hare.**
20. **Fork.** A **fork** is a three- or four-pronged utensil used for serving or eating food. **Fork.**

**SORT 25** *ar/are/air*

| <i>ar</i>      | <i>are</i>   | <i>air</i>   |
|----------------|--------------|--------------|
| <i>oddball</i> | <b>care</b>  | <b>hair</b>  |
| <b>part</b>    | <b>fair</b>  | <b>start</b> |
| <b>harm</b>    | <b>pare</b>  | <b>chair</b> |
| <b>wear</b>    | <b>sharp</b> | <b>pair</b>  |
| <b>stare</b>   | <b>where</b> | <b>dark</b>  |
| <b>square</b>  | <b>hare</b>  | <b>pear</b>  |
| <b>heart</b>   | <b>shark</b> | <b>fare</b>  |
| <b>bear</b>    | <b>stair</b> | <b>bare</b>  |



SORT 26 *er/ear/eer*

| <i>er</i>      | <i>ear</i>   | <i>eer</i>   |
|----------------|--------------|--------------|
| <i>oddball</i> | <i>her</i>   | <i>deer</i>  |
| <i>ear</i>     | <i>perch</i> | <i>fear</i>  |
| <i>spear</i>   | <i>steer</i> | <i>earth</i> |
| <i>herd</i>    | <i>clear</i> | <i>rear</i>  |
| <i>cheer</i>   | <i>heard</i> | <i>peer</i>  |
| <i>fern</i>    | <i>dear</i>  | <i>year</i>  |
| <i>near</i>    | <i>learn</i> | <i>germ</i>  |
| <i>clerk</i>   | <i>beard</i> | <i>term</i>  |

**SORT 27** *ir/ire/ier*

| <i>ir</i> | <i>ire</i> | <i>ier</i> |
|-----------|------------|------------|
| bird      | fire       | drier      |
| third     | girl       | birth      |
| tire      | flier      | shirt      |
| fir       | whirl      | hire       |
| pliers    | swirl      | thirst     |
| chirp     | crier      | skirt      |
| stir      | twirl      | wire       |
| dirt      | fur        | first      |

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**SORT 28** *or/ore/oar*

| <i>or</i>     | <i>ore</i> | <i>oar</i> |
|---------------|------------|------------|
| <i>w + or</i> | form       | shore      |
| board         | word       | four       |
| horn          | store      | roar       |
| work          | north      | more       |
| soar          | world      | floor      |
| corn          | fork       | wore       |
| worm          | poor       | storm      |
| horse         | tore       | oar        |

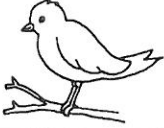









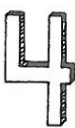









**SORT 29** *ur/ure/ur-e*

| <i>ur</i>      | <i>ure</i>  | <i>ur-e</i> |
|----------------|-------------|-------------|
| <i>oddball</i> | <b>turn</b> | <b>sure</b> |
| <b>curve</b>   | pure        | burn        |
| hurt           | curl        | church      |
| lure           | nurse       | cure        |
| purse          | hurl        | burst       |
| churn          | curse       | surf        |
| purr           | curb        |             |
| turkey         | purple      |             |

**SORT 30** Review of *ar*, Schwa-plus-*r*, and *or*

| <i>ar</i> | <i>ər</i> | <i>or</i> |
|-----------|-----------|-----------|
| jar       | earn      | torn      |
| search    | snort     | hoarse    |
| hard      | pearl     | horse     |
| worth     | core      | serve     |
| worst     | chore     | boar      |
| nerve     | bore      | yard      |
| spur      | score     | lurk      |
| march     | snore     | sir       |

Spell Check 4 Sorts 25-30 R-Influenced Vowels Name \_\_\_\_\_

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| 1.<br>burd berd bird        |    | 2.<br>thorne thorn thourn |    |
| 3.<br>shirt shert shurt     |    | 4.<br>jar jare jaw        |    |
| 5.<br>tier tire tyre        |    | 6.<br>fier flyer fire     |    |
| 7.<br>hart heart hairt      |    | 8.<br>deer dear dere      |    |
| 9.<br>horn horne hoarn      |   | 10.<br>warm worm wurm     |   |
| 11.<br>fore four for        |  | 12.<br>chair chayre chare |  |
| 13.<br>ferst first furst    |  | 14.<br>yawn yaun yarn     |  |
| 15.<br>plyers plires pliers |  | 16.<br>pare pair pear     |  |
| 17.<br>coarn corn corne     |  | 18.<br>hoarse house horse |  |
| 19.<br>hair haer hare       |  | 20.<br>fourk furk fork    |  |

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