Within Word Pattern

The Within Word Pattern stage of literacy development is a transitional period—a time between the beginning stage, when students' reading and writing are quite labored, and the intermediate stage, when students can read nearly all texts they encounter. During the Within Word Pattern stage, students begin to decode and store words more readily, and their sight word vocabulary grows quickly. This enables them to read and write with increasing fluency and expression. Students in this stage become wordsmiths, collecting hundreds of words.

Types of Sorts in Within Word Pattern
- Short and Long Vowels
- Other Long Vowel Patterns
- r-Influenced Vowels
- Diphthongs and Other Ambiguous Vowels
- Complex Consonant Clusters
- Homophones

Characteristics of Within Word Pattern Learners
Within Word Pattern learners are mostly in late first, second, third, and early fourth grade.

Within Word Pattern Learners
- spell most single-syllable, short vowel words correctly.
- spell most beginning consonant digraphs and two-letter consonant blends.
- read silently and with more fluency and expression.
- can identify most one-syllable words in context but may still struggle to spell words correctly when they write.
- write more fluently and express their idea with greater sophistication.
- can revise and edit.

Focus of Instruction
- To begin this level, students review short vowels and compare them to long vowel sounds first in pictures and then in common and less common patterns.
- Students then focus on r-influenced vowels, vowel diphthongs, vowel digraph oo, and other ambiguous vowel patterns that reflect a range of vowel sounds that are neither short nor long.
- Next, students examine complex consonant clusters, including silent consonants and other consonant patterns that are influenced by vowel sounds.
- Students expand their knowledge of consonant clusters to include more difficult three-letter digraphs and blends.
- Finally, students review long a and long i vowel patterns through the study of homophones, which also provides opportunities to focus on the meanings of words.

Teacher Tips
- For lessons with different vowel sounds and patterns, you might have students sort by sound first. Then they can sort by patterns.
- Help students use dictionaries to look up the meanings of homophones. Then encourage them to show their understanding of the meanings through pictures or context sentences.
Pace of Instruction

Not all students learn and work at the same pace. Therefore, to meet students’ needs, make adjustments to the pace of instruction. Through careful observation and assessment, you can decide when and where you can go faster or may need to go slower. The Spell Checks can help you determine the focus and pace of instruction.

For students who catch on quickly, increase the pace by spending less time on some sorts or by skipping some sorts entirely. Conversely, for those students who are not on track for meeting end-of-year goals, spend more time on instruction and provide more practice by creating additional sorts.

If students are in the early part of this stage, there is a greater sense of urgency to catch them up with their peers. Modifying the pace and using flexible small groups allows you to avoid teaching students what they already know and to spend more time on features that need instruction. Use the Spell Checks as pretests to determine instructional needs.

Word Study Routines

Shared Reading The Big Book of Rhymes provides a way to introduce the sort in a meaningful context and provides poems that focus on the features for word study. Here are steps for sharing the rhymes.

- Read the title and discuss the illustration with students.
- Read the poem to students, inviting them to read along with you.
- Discuss the feature being studied that week.
- Read the poem again. Ask students to identify words with the targeted feature. For example, This rhyme has several words with the short o sound. Here is the word clock. Can you find other words with the short o sound?

Introduce the Sort There are several options for introducing the sort. Here are the basic steps for a teacher-directed sort.

- Say Let’s read over these words (name these pictures) to be sure everyone knows how to read them (name them) and what they mean. Take time to discuss the meaning of any pictures or words that may be unfamiliar.
- Introduce the target sounds and/or patterns that serve as category headers for the sorting columns. Identify the key picture and/or word for each feature.
- Explicitly identify the features that students will look for as they sort. We are going to sort by short and long a sounds. We will sort the words into categories of words with short a, words with long a spelled ai as in rain, and words with long a spelled a plus e as in face.
- Model how to sort. This is the word dash. It has a short a sound. I will put it in this column under the word cat.
- Continue demonstrating how to sort one or two words for each feature, describing why each word goes in the specific category. Help students complete the sort.
- At this point, you may want to discuss oddballs. Oddballs are words that do not fit the targeted spelling pattern. Help students identify an oddball and explain why it is an oddball. This word is said. It has ai in its spelling, but it does not make the long a vowel sound. Said is an oddball because it doesn’t fit the pattern.
- Model how to check the sort by reading down each column to listen for the sound or to look for the pattern. Discuss how all the words in each category are alike.
- Re-sort. Have students sort the words individually or with partners. Encourage them to explain their sorting categories. Help students check by reading down columns for consistency of sounds or patterns. Help students identify a misplaced word and place it in the correct category.
Within Word Pattern Library

The library is comprised of little books that correspond to each of the sorts in the Within Word Pattern stage.

- Use these little books as you would any little books: for picture walks, for choral reading, for echo reading, or for independent reading.
- After completing a sort, read the book with students. Have them look for words in context that have the features being studied.
- Record words on a chart or have students write them in their word study notebooks.

Teacher Tip

Students do not automatically see the relationship between spelling words and reading words. In word hunts, students hunt through their reading and writing for words that are additional examples of the sound, pattern, or meaning unit they are studying. Some patterns are found in virtually every text again and again, whereas others are harder to find; thus, word hunts are more appropriate for some features than others.

Interactive Resources

You may use the DVD-ROM and/or the CD-ROM printable manipulatives to model, instruct, and provide practice with sorts.

- Use the DVD-ROM for interactive whiteboard activities or independent practice on a computer.
- Introduce, read, and discuss the rhyme from the *Big Book of Rhymes*. Engage students in reading the rhyme, noticing concepts of print, and identifying words that exemplify the focus of the sort.
- Point out the headers for the columns, which indicate the principle of the sort. Demonstrate how to drag and drop pictures or words to complete the sort. Have students take turns sorting, using the whiteboard or a computer.
- Use the whiteboard with students to introduce the writing sort. Have students complete it.
- Use the CD-ROM for printable manipulatives.
- Print out and cut apart the cards for the sort. Introduce the pictures or words, identifying any that may be unfamiliar to students. Demonstrate how to sort. Have students use the cards to practice sorting.
- Print out the game that accompanies the sort. Use the game for additional practice with the sort. Have students play in pairs or small groups.
- Print out the rhyme that accompanies the sort. Have students take it home to read with family members.

Spell checks for Within Word Pattern are provided here. Administer the Spell Checks as you would any spelling test, reading the words and having students write them. Spell Checks may be used as pretests and posttests.

**Spell Check 1**  
**Short (CVC) and Long (CVCe) Vowels** Use after Sort 10. This Spell Check assesses students’ ability to identify short and long vowel sounds.

1. hose 8. kick 15. smoke  
2. tube 9. sock 16. stove  
3. duck 10. mule 17. rake  
4. cute 11. bike 18. kite  
5. bus 12. flute 19. lock  
6. sack 13. five 20. cape  
7. bone 14. rock

Watch for these types of errors: if students write rak for rake, review Sorts 1 and 2; if students write bos for bus, review Sorts 5 and 7.

**Spell Check 2**  
**Other Common Long Vowel Patterns** Use after Sort 22. This Spell Check assesses students’ ability to identify and write one-syllable long vowel words.

1. leaf 8. peach 15. fruit  
2. suit 9. road 16. fry  
3. beach 10. feet 17. snake  
4. rain 11. mail 18. soap  
5. broke 12. chew 19. spoon  
6. teeth 13. peas 20. low  
7. chain 14. play

If students have difficulty spelling words with a specific long vowel pattern, review the corresponding sort.

**Spell Check 3**  
**r-Inflected Vowels** Use after Sort 29. This Spell Check assesses students’ ability to spell words with r-inflected vowel patterns.

1. bird 8. taught 15. fern  
2. thorn 9. horn 16. fear  
3. shirt 10. work 17. corn  
4. jar 11. for 18. curb  
5. tire 12. chair 19. hare  
6. fire 13. first 20. fork  
7. sure 14. yarn

If students miss words with a specific r-inflected vowel, review the appropriate sort.

**Spell Check 4**  
**Ambiguous Vowels** Use after Sort 34. This Spell Check assesses students’ ability to spell words with the diphthongs oi, oy, ou, and ow and the vowel patterns aw, au, al, and ou.

1. crawl 8. taught 15. yawn  
2. chalk 9. dawn 16. salt  
3. growl 10. couch 17. haul  
4. joy 11. stalk 18. noise  
5. spoil 12. drown 19. thought  
6. mouth 13. brought 20. fault  
7. point 14. cloud

Watch for these types of errors: If students write oy for oi (for example, noyse for noise), review Sort 30; if students write aw for au (for example, tawght for taught), review Sort 33.

**Spell Check 5**  
**Complex Consonant Clusters** Use after Sort 42. This Spell Check assesses students’ ability to write words with three-letter blends.

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

Watch for these types of errors: if students write trew for threw, review Sort 37; if students write scream for scream, review Sort 38.