

A Correlation of  
**Developmental Reading Assessment<sup>®</sup> (DRA)**  
**Word Analysis**  
**2nd Edition, ©2006**



To  
**Words Their Way<sup>™</sup>**  
**Word Study in Action**  
**©2012**



**Grades K – 5**

**A Correlation of  
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To *Words Their Way™: Word Study in Action* ©2012**

Introduction

This document demonstrates how *Words Their Way: Word Study in Action™* ©2012 partners with *Developmental Reading Assessment® (DRA) 2<sup>nd</sup> Edition* ©2006 **Word Analysis**. Correlation page references are to the *Words Their Way: Word Study in Action* Teacher Resource Guide (TRG).

*Note to Teachers:*

The over-arching objective in each *DRA2* task has been identified and correlated to appropriate sorts within *Words Their Way*. In some cases, the *Words Their Way* sorts are more specific. You may wish to use more than one sort to reinforce the skill set before reassessing the child's progress. Please refer to the appropriate *Words Their Way* table of contents at the end of this document in order to determine the aligned sorts that will best meet your student's individual needs.

Additional suggestions for skill practice have been added to enhance your implementation.

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DRA2 Word Analysis Tasks	Words Their Way ©2012 Sorts Addressing Skill Set	Additional Practice to Address Skill Set
Task 1 <b>Distinguishing pictured rhyming words</b> Objective: To identify a picture in a set that rhymes with the first picture	<b>Emergent Early Letter Name</b> Sorts 7-13 (Rhyming Sort) <b>Letter Name</b> Sorts 6-14 (Word Families)	
Task 2 <b>Distinguishing initial sounds of a pictured word</b> Objective: To identify a picture in a set that begins with the same sound as the first picture	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants)	
Task 3 <b>Isolating the initial sound of a word (Auditory/Oral)</b> Objective: To repeat a word given and provide the onset of the word	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants)	
Task 4 <b>Understanding words used to talk about printed language concepts I</b> Objective: To demonstrate an understanding of words used to talk about printed language concepts, such as <i>name, first, last, letter</i> and <i>capital</i> or <i>uppercase letter</i>	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) Sort 35 (Ending Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants)	<b>Emergent Early Letter Name</b> Spell Check 3: Letter Recognition, pp. 35, 72 <b>Letter Name</b> Spell Check 1: Beginning Consonants, pp. 80, 86
Task 5 <b>Recognizing capital letters</b> Objective: To recognize and name capital letters within the specified time (1 minute 30 seconds)	<b>Emergent Early Letter Name</b> Sorts 17,18, 22, 23, 27, 28, 32, 33, 36, 37 (Letter Recognition)*	<b>Emergent Early Letter Name</b> *Sort using capital letters only.  Spell Check 3: Letter Recognition, pp. 35, 72
Task 6 <b>Recognizing lowercase letters</b> Objective: To recognize and name lowercase letters within the specified time (1 minute 30 seconds)	<b>Emergent Early Letter Name</b> Sorts 17,18, 22, 23, 27, 28, 32, 33, 36, 37 (Letter Recognition)*	<b>Emergent Early Letter Name</b> *Sort using lower case letters only.  Spell Check 3: Letter Recognition, pp. 35, 72
Task 7 <b>Understanding words used to talk about printed language concepts II</b> Objective: To demonstrate an understanding of words used to talk about printed language concepts, such as <i>word, letter, list, first, last, begin, end</i> and <i>sound</i>	<b>Emergent Early Letter Name</b> Sorts 17,18, 22, 23, 27, 28, 32, 33, 36, 37 (Letter Recognition) Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) Sort 35 (Ending Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants)	

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<b>DRA2 Word Analysis Tasks</b>	<b>Words Their Way ©2012 Sorts Addressing Skill Set</b>	<b>Additional Practice to Address Skill Set</b>
Task 8 <b>Segmenting sentences into words</b> Objective: To use a number line to show the number of words in a given sentence	<b>Emergent Early Letter Name and Letter Name*</b>	*Select any Sort. For <b>Day 1</b> , have students use a number line to count number of words in a line of the poem or story.
Task 9 <b>Recognizing high frequency words I</b> Objective: To quickly read aloud the words in each column within a specified time (1 minute 30 seconds)	<b>Emergent Early Letter Name and Letter Name*</b>	<b>Letter Name</b> Sorts 6-14, 25-34 (Word Families)  *Create a Word Wall with High Frequency Words
Task 10 <b>Spelling Check I</b> Objective: To accurately spell each component of (1) two-letter words and (2) high frequency words with common spelling patterns	<b>Emergent Early Letter Name and Letter Name*</b>	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds)  <b>Letter Name</b> Sorts 1-5 (Beginning Consonants) Sorts 35-37 (short vowels)  *Create a Word Wall with High Frequency Words
Task 11 <b>Identifying and using initial sounds</b> Objective: To (1) provide the phoneme for each letter and (2) give a word or name which begins with that phoneme within the specified time (4 minutes)	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants)	<b>Emergent Early Letter Name</b> Spell Check 2: Beginning Consonants, pp. 35, 70 <b>Letter Name</b> Spell Check 3: Consonant Blends and Digraphs, pp. 81, 105
Task 12 <b>Blending phonemes into words (Auditory/oral)</b> Objective: To listen to the individual phonemes in a word and then say the word	<b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) Sort 35 (Ending Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants) Sorts 15-17 (Consonant Digraphs) Sorts 35-37 (Short Vowels) <b>Within Word Pattern</b> Sort 37 (Consonant Digraphs) Sorts 1-9, 11-14, 21 (Short and Long Vowels) Sort 10 (Review Long Vowels)	

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<b>DRA2 Word Analysis Tasks</b>	<b>Words Their Way ©2012 Sorts Addressing Skill Set</b>	<b>Additional Practice to Address Skill Set</b>
<p>Task 13 <b>Providing words that rhyme (Auditory/Oral)</b> Objective: To provide a word that rhymes with each word given by the teacher</p>	<p><b>Emergent Early Letter Name</b> Sorts 7-13 (Rhyming Sort)</p>	
<p>Task 14 <b>Segmenting words into onsets and rimes (Auditory/Oral)</b> Objective: To segment a given word by separating the onset from the rime</p>	<p><b>Letter Name</b> Sorts 7-14 (Word Families) Sorts 25-34 (Mixed Vowel Word Families)</p>	
<p>Task 15 <b>Deleting onsets (auditory/Oral)</b> Objective: To (1) repeat a word given by the teacher and then (2) say the same word without the first sound or sounds</p>	<p><b>Letter Name</b> Sorts 7-14 (Word Families) Sorts 25-34 (Mixed Vowel Word Families)</p>	
<p>Task 16 <b>Spelling Check II</b> Objective: To accurately spell each component of (1) three-letter words with short vowels and (2) high frequency words with common spelling patterns</p>	<p><b>Letter Name</b> Spell Check 2: Same Vowel Word Families, pp. 80, 95 Spell Check 5: Short Vowel Words, pp. 81, 125 <b>Within Word Patterns</b> Spell Check 1: Long and Short Vowels, pp. 135, 145</p>	
<p>Task 17 <b>Recognizing high frequency words II</b> Objective: To quickly read aloud the words in each column within the specified time (1 minute 30 seconds)</p>	<p><b>Emergent Early Letter Name-Derivational Relations*</b></p>	<p>*Create a Word Wall with High Frequency Words</p>
<p>Task 18 <b>Segmenting words into syllables I</b> Objective: To (1) say the name of a pictured object, and (2) clap syllables while saying the word again</p>	<p><b>Syllables and Affixes</b> Sorts 12-17, 20-29 (Syllables)*</p>	<p><b>Syllables and Affixes</b> *Sorts primarily reflect two-syllable words. Task assesses two- to five-syllable words.</p>
<p>Task 19 <b>Providing words that begin with the same sound (Auditory/Oral)</b> Objective: To provide a word that begins with the same sound as the word given by the teacher</p>	<p><b>Emergent Early Letter Name*</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) <b>Letter Name*</b> Sorts 1-5 (Beginning Consonants)</p>	<p><b>Emergent Early Letter Name and Letter Name</b> *Have students supply other words that begin with the same sounds.</p>
<p>Task 20 <b>Deleting final sounds (auditory/Oral)</b> Objective: to (1) repeat a word given by the teacher and (2) then say the same word without the last sound(s)</p>	<p><b>Emergent Early Letter Name</b> Sort 35 (Ending Sounds)*</p>	<p><b>Emergent Early Letter Name</b> *On Day 2, also have students say the word without the last sound.</p>

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<b>DRA2 Word Analysis Tasks</b>	<b>Words Their Way ©2012 Sorts Addressing Skill Set</b>	<b>Additional Practice to Address Skill Set</b>
<p>Task 21 <b>Segmenting words into phonemes (auditory/Oral)</b> Objective: To segment a given word into phonemes</p>	<p><b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) Sort 35 (Ending Sounds) Sorts 38-42 (Digraphs) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants) Sorts 15-17 (Consonant Digraphs) Sorts 19-23 (Consonant Blends) Sorts 35-37 (Short Vowels) <b>Within Word Patterns</b> Sorts 1-19, 21-22 (Short and Long Vowels)</p>	
<p>Task 22 <b>Recognizing high frequency words III</b> Objective: To quickly read aloud the words in each column with the specified time (1 minute 30 seconds)</p>	<p><b>Emergent Early Letter Name-Derivational Relations*</b></p>	<p>*Create a Word Wall with High Frequency Words</p>
<p>Task 23 <b>Substituting onsets: rhyming words</b> Objective: To (1) tell how each set of words is alike, and (2) read aloud the rhyming words in each set</p>	<p><b>Letter Name</b> Sorts 6-14 (Word Families) Sorts 25-34 (Word Families)</p>	
<p>Task 24 <b>Substituting final sound</b> Objective: To (1) tell how each set of words is alike, and (2) read aloud the words in each set</p>	<p><b>Emergent Early Letter Name</b> Sorts 14-16, 19-21, 24-26, 29-31, 34 (Beginning Sounds) <b>Letter Name</b> Sorts 1-5 (Beginning Consonants) Sorts 35-37 (Short Vowels)</p>	
<p>Task 25 <b>Blending and using initial consonant sounds</b> Objective: To (1) blend two to three consonant letter sounds, and (2) say a word or name that begins with consonant blend within the specified time (2 minutes 30 seconds)</p>	<p><b>Letter Name</b> Sorts 19-23 (Consonant Blends) <b>Within Word Pattern</b> Sort 38 (Triple r- blends)</p>	
<p>Task 26 <b>Identifying words with long and short vowels</b> Objective: To (1) tell how the words are alike in each set, (2) say the long and short sounds of the designated vowel, and (3) read the words in the set</p>	<p><b>Letter Name</b> Sorts 35-37 (Short Vowels) Sort 35-37 (Short Vowels) <b>Within Word Pattern</b> Sorts 1-14, 16-19, 21 (Short and Long Vowels) Sort 15, 22 (Long Vowels) <b>Syllables and Affixes</b> Sorts 20-25 (Vowels)</p>	

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<p>Task 27 <b>Spelling Check III</b> Objective: To accurately spell each component of words with (1) VCe vowel patterns, (2) preconsonant nasals, (3) initial digraphs, and (4) suffixes</p>	<p><b>Letter Name</b> Spell Check 3: Consonant Blends and Digraphs, pp. 81, 105 <b>Within Word Pattern</b> Spell Check 1: Long and Short Vowel Sounds, pp. 135, 145 Spell Check 2: Other Common Long Vowel Patterns, pp. 135, 157 <b>Syllables and Affixes</b> Spell Check 2: Inflected Endings, pp. 184, 196 <b>Derivational Relations</b> Spell Checks 1 and 2: Suffixes, pp. 245, 253, 262</p>	
<p>Task 28 <b>Using structural analysis to determine word meaning: suffixes I</b> Objective: To read aloud and use each word in a sentence to demonstrate an understanding of the word</p>	<p><b>Letter Names</b> Sort 49 (Contractions) <b>Syllables and Affixes</b> Sorts 5-7 (Adding <b>-ing</b>) Sort 8-10 (Adding <b>-ed</b>) Sorts 18-19 (Endings) Sorts 1-2 (Compound Words) Sorts 51-53 (suffixes) <b>Derivational Relations</b> Sorts 2, 10-12, 32-35 (Suffixes)</p>	
<p>Task 29 <b>Recognizing high frequency words IV</b> Objective: To quickly read aloud the words in each column with the specified time (1 minute 30 seconds)</p>	<p><b>Within Word Pattern- Derivational Relations*</b></p>	<p>*Create a Word Wall with High Frequency Words</p>
<p>Task 30 <b>Substituting rimes</b> Objective: To read six sets of words with different rimes with the specified length of time (2 minutes)</p>	<p><b>Letter Name</b> Sorts 15-17 (Consonant Digraphs) Sorts 19-23 (Blends) <b>Within Word Pattern</b> Sort 38 (triple r- blends) Sort 37 (Consonant Digraphs)</p>	
<p>Task 31 <b>Using analogies to decode words</b> Objective: To use parts of familiar words to problem-solve unknown words</p>	<p><b>Letter Name</b> Sorts 15-17 (Consonant Digraphs) Sorts 19-23 (Blends) Sort 24 (Beginning Sounds) Sorts 6-14, 25-34 (Word Families) <b>Within Word Pattern</b> Sort 37 (Consonant Digraphs) Sort 36 (Silent Beginning Consonants) Sort 38 (Triple Blends)</p>	

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<b>DRA2 Word Analysis Tasks</b>	<b>Words Their Way ©2012 Sorts Addressing Skill Set</b>	<b>Additional Practice to Address Skill Set</b>
<p>Task 32 <b>Identifying words with vowel patterns</b> Objective: To (1) identify the vowel pattern in a set of words, and then (2) read aloud the words</p>	<p><b>Within Word Pattern</b> Sorts 2, 4, 6, 8, 10, 11-14, 15-19, 20, 21-29 (Vowel Patterns) <b>Syllables and Affixes</b> Sorts 5-6, 10, 12-16, 20-25 (Vowel Patterns)</p>	
<p>Task 33 <b>Blending and using initial syllables</b> Objectives: To (1) blend a group of letters and then (2) give a word that begins with those blended sounds and makes sense</p>	<p><b>Syllables and Affixes</b> Sorts 12-13, 15-16 (Syllable Juncture Patterns)</p>	
<p>Task 34 <b>Segmenting words into syllables II</b> Objective: To (1) say a word, (2) clap the syllables while saying the words, and (3) tell where to divide the word into syllables</p>	<p><b>Syllables and Affixes</b> Sorts 12-13, 15-16 (Syllable Juncture Patterns) Sorts 14, 20-29, 31-35, 37-39 (Syllables)</p>	
<p>Task 35 <b>Using structural analysis to determine word meaning: suffixes II</b> Objective: To read aloud each word and use it in a sentence to demonstrate an understanding of the word</p>	<p><b>Syllables and Affixes</b> Sorts 51-53 (Suffixes)</p>	
<p>Task 36 <b>Spelling Check IV</b> Objective: To accurately spell each component of words with (1) r-controlled vowels, (2) suffixes, (3) VCe vowel patterns, (4) "ck" as final letters, and (5) an open first syllable</p>	<p><b>Within Word Pattern</b> Spell Check 1: Short (CVC) and Long (CVCe) Vowels, pp. 135, 145 Spell Check 3: r-Influenced Vowel Patterns, pp. 135, 164) <b>Syllables and Affixes</b> Spell Check 7: Prefixes and Suffixes, pp. 185, 238 <b>Derivational Relations</b> Spell Check 1: Prefixes and Suffixes, pp. 245, 253 Spell Check 2: Additional Prefixes and Suffixes, pp. 245, 262</p>	
<p>Task 37 <b>Using structural analysis to determine word meaning: prefixes</b> Objective: To read aloud each word and tell what it means.</p>	<p><b>Syllables and Affixes</b> Sorts 47-50 (Prefixes) <b>Derivational Relations</b> Sorts 1, 17, 30, 36-38 (Prefixes)</p>	
<p>Task 38 <b>Using structural analysis to determine word meaning: suffixes III</b> Objective: To read aloud each word and use it in a sentence to demonstrate an understanding of the word</p>	<p><b>Syllables and Affixes</b> Sorts 1-2 (Compound Words) Sorts 5-7 (Adding <b>-ing</b>) Sort 9-10 (Adding <b>-ed</b>) Sorts 18, 19 (Endings) Sorts 51-53 (Suffixes) <b>Derivational Relations</b> Sort 2 (Suffixes)</p>	



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<p>Task 39 <b>Segmenting words into syllables III</b> Objective: To (1) say a word, (2) clap the syllables while saying the word, and (3) tell where to divide that word into syllables</p>	<p><b>Syllables and Affixes</b> Sorts 1-2 (Compound Words) Sorts 12-13, 15-16 (Syllable Juncture Patterns) Sorts 17, 20-24 (Syllables)</p>	
<p>Task 40 <b>Spelling check V</b> Objective: To accurately spell words with (1) prefixes, (2) closed first syllables, (3) suffixes, (4) 3-letter initial blends, (5) diphthongs, and (6) long vowel patterns</p>	<p><b>Within Word Pattern</b> Spell Check 4: Ambiguous Vowels, pp. 135,169 Spell Check 5: Complex Consonant Clusters, pp. 135, 177 <b>Syllables and Affixes</b> Spell Check 2: Inflected Endings, pp. 184, 196 Spell Check 3: Open and Closed Syllables, pp. 185, 204 Spell Check 7: Prefixes and Suffixes, pp. 185, 238 <b>Derivational Relations</b> Spell Check 1: Prefixes and Suffixes, pp. 245, 253 Spell Check 2: Additional Prefixes and Suffixes, pp. 245, 262 Spell Check 4: Assimilated Prefixes, pp. 245, 283</p>	

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Stage	Sort	Concept	Name
Letter Name	Sort 1	Beginning Consonants	<b>b, m, r, s</b>
	Sort 2	Beginning Consonants	<b>t, g, n, p</b>
	Sort 3	Beginning Consonants	<b>c, h, f, d</b>
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Stage	Sort	Concept	Name
Within Word Pattern	Sort 1	Short and Long <b>a</b> (Pictures)	
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	Sort 6	Short <b>o</b> (CVC) and Long <b>o</b> (CVCe)	
	Sort 7	Short <b>u</b> and Long <b>u</b> (Pictures)	
	Sort 8	Short <b>u</b> (CVC) and Long <b>u</b> (CVCe)	
	Sort 9	Short and Long <b>e</b> (Pictures)	
	Sort 10	Review Short Vowels (CVC) and Long Vowel (CVCe) patterns	
	Sort 11	Short <b>a</b> (CVC) and Long <b>a</b> (CVCe and CVVC-ai)	
	Sort 12	Short <b>a</b> (CVC) and Long <b>a</b> (CVCe, CVVC-ai and open syllable- ay)	
	Sort 13	Short <b>o</b> (CVC) and Long <b>o</b> (CVCe and CCCV- oa)	
	Sort 14	Short <b>o</b> (CVC) and Long <b>o</b> (CVCe, CVVC- oa, CVV-ow)	
	Sort 15	Long <b>o</b> (CVCe, CVVC-oa, CVV-ow, VCC)	
	Sort 16	Short <b>u</b> (CVC) and Long <b>u</b> (CVCe and CVVC)	
	Sort 17	Short <b>u</b> (CVC) and Long <b>u</b> (Open Syllable ew, ue)	
	Sort 18	Short <b>e</b> (CVC) and Long <b>e</b> (CVVC)	
	Sort 19	More short <b>e</b> (CVC and CVVC) and Long <b>e</b> (CVVC)	
	Sort 20	Review CVVC Patterns <b>ai, oa, ee, ea</b>	
	Sort 21	Short <b>i</b> (CVC) and Long <b>i</b> (CVCe, VCC-igh, CV open syllable y)	
	Sort 22	Long <b>i</b> (CVCe, VCC-igh, CV open syllable-y, icc)	<b>ar, ir, or,</b>
	Sort 23	<b>r</b> -influenced vowel patterns	<b>ur</b>
	Sort 24	<b>r</b> -influenced vowel patterns	<b>ar, are,</b>
	Sort 25	<b>r</b> -influenced vowel patterns	<b>air</b>
	Sort 26	<b>r</b> -influenced vowel patterns	<b>er, ear,</b>
	Sort 27	<b>r</b> -influenced vowel patterns	<b>eer</b>
	Sort 28	<b>r</b> -influenced vowel patterns	<b>ir, ire,</b>
	Sort 29	<b>r</b> -influenced vowel patterns	<b>ier</b>
	Sort 30	<b>r</b> -influenced vowel patterns	<b>or, ore,</b>
	Sort 31	<b>r</b> -influenced vowel patterns	<b>oar</b>
	Sort 32	<b>r</b> -influenced vowel patterns	<b>ur, ure,</b>
	Sort 33	<b>r</b> -influenced vowel patterns	<b>ur-e</b>
	Sort 34	Reivew of <b>ar, Schwa</b> Plus <b>r</b> , and <b>or</b>	
	Sort 35	Diphthongs	<b>oi, oy</b>
Sort 36	Vowel Digraph	<b>oo</b>	
Sort 37	Diphthongs	<b>ou, ow</b>	
Sort 38	Ambiguous vowels	<b>aw, au</b>	
Sort 39	Ambiguous vowels	<b>wa, ai,</b>	
Sort 40	Ambiguous vowels	<b>ou</b>	
Sort 41	Final /k/ sounds spelled	<b>ck, ke, k</b>	

Sort 36	Silent Beginning Consonants	<b>kn, wr, gn</b>
Sort 37	Consonant Digraphs Plus <b>r</b> -blends and <b>squ-</b>	<b>scr, str, spr</b>
Sort 38	Triple r-blends	
Sort 39	Hard and Soft c and g	
Sort 40	Word Endings	<b>dge, ge cd, ve, se</b>
Sort 41	Word Endings	<b>tch, ch</b>
Sort 42	Word Endings	
Sort 43	Long a Homophones #1	
Sort 44	Long a Homophones #2	
Sort 45	Short and Long <b>i</b> Homophones	

Stage	Sort	Concept
Syllables and Affixes	Sort 1	Compound Words
	Sort 2	More Compound Words
	Sort 3	Plural Endings <b>es, s</b>
	Sort 4	Unusual Plurals
	Sort 5	Adding <b>-ing</b> to Words with Vc and VCC Patterns
	Sort 6	Adding <b>-ing</b> to Words with Vce and VVC Patterns
	Sort 7	Review of Inflected Ending <b>-ing</b>
	Sort 8	Adding <b>-ed</b> (Double/No Change)
	Sort 9	Adding <b>-ed</b> (Double/e-Drop/No Change)
	Sort 10	Adding <b>-ed</b> to Words With VC, Vce, VVC, and VCC Patterns
	Sort 11	Unusual Past-Tense Words
	Sort 12	Syllable Juncture in VCV and VCCV Patterns More Syllable Junctures in VCV and VCCV Patterns
	Sort 13	Open and Closed Syllables in VCV Patterns
	Sort 14	Syllable Juncture in VCV and VCCV Patterns
	Sort 15	Syllable Juncture in VCCCV and VV Patterns
	Sort 16	Open and Closed Syllables and Inflected Endings
	Sort 17	Plural Endings: Final <b>y</b>
	Sort 18	Adding Inflected Endings <b>s, ed, ing</b> to Words with Final <b>y</b>
	Sort 19	Long <b>a</b> Patterns in Accented Syllables
	Sort 20	Long <b>i</b> Patterns in Accented Syllables
	Sort 21	Long <b>o</b> Patterns in Accented Syllables
	Sort 22	Long <b>u</b> Patterns in Accented Syllables
	Sort 23	Long and Short <b>e</b> Patterns in Accented Syllables
	Sort 24	Review Long Vowel Patterns in Accented Syllables
	Sort 25	Ambiguous Vowels <b>oy/oi</b> and <b>ou/ow</b> in Accented Syllables
	Sort 26	Ambiguous Vowels <b>au/aw/ai</b> in Accented Syllables
	Sort 27	<b>r</b> -Influenced a in Accented Syllables
	Sort 28	<b>r</b> -Influenced o in Accented Syllables
	Sort 29	Words with <b>w</b> or <b>/w/</b> before the Vowel
	Sort 30	<b>/~r/</b> Spelled <b>er, ir, ur</b> in First Syllables
	Sort 31	<b>/~r/</b> and <b>r</b> -Influenced e Spelled <b>er, ear, ere, eer</b> in Accented Syllables
	Sort 32	Unaccented Final Syllable <b>-le</b>
	Sort 33	

Sort 34	Unaccented Final Syllable /~l/ Spelled <b>le, el, il, al</b>
Sort 35	Unaccented Final Syllable /~r/ Spelled <b>er, ar, or</b>
Sort 36	Agents and Comparatives Final syllables /~r/ Spelled <b>cher, ture, sure, ure</b>
Sort 37	Unaccented Final Syllable /~n/ Spelled <b>en, on, an, ain</b>
Sort 38	Unaccented Initial Syllables <b>a, de, be</b>
Sort 39	Initial Hard and Soft <b>c</b> and <b>g</b>
Sort 40	Final <b>s</b> and Soft <b>c</b> and <b>g</b>
Sort 41	Final <b>s</b> and Soft <b>c</b> and <b>g</b>
Sort 42	More Words with <b>c</b> and <b>g</b>
Sort 43	/k/ spelled <b>ck, ic, x</b>
Sort 44	/qw/ and /k/ spelled <b>qu</b>
Sort 45	Words with Silent Consonants
Sort 46	Words with <b>gh</b> and <b>ph</b>
Sort 47	Prefixes <b>re, un</b>
Sort 48	Prefixes <b>dis, mis, pre</b>
Sort 49	Prefixes <b>ex, non, in, fore</b> Prefixes <b>uni, bi, tri</b> and other numbers
Sort 50	numbers
Sort 51	Suffixes <b>y, ly, ily</b>
Sort 52	Comparatives <b>er, est</b>
Sort 53	Suffixes <b>ness, ful, less</b>
Sort 54	Homophones
Sort 55	Homographs

Stage	Sort	Concept
<b>Derivational Relations</b>	Sort 1	Prefixes <b>pre, fore, post, after</b>
	Sort 2	Review Suffixes <b>ness, ful, less</b> Adding <b>-ion</b> (with no spelling change)
	Sort 3	Adding <b>-ion</b> and <b>-ian</b> (with no spelling change)
	Sort 4	Adding <b>-ion</b> (with e-drop and spelling change)
	Sort 5	Adding <b>-ion</b> (with e-drop and spelling change)
	Sort 6	<b>Adding -ion (with predictable changes in consonants)</b>
	Sort 7	Consonant Alternation: Silent and Sounded
	Sort 8	Vowel Alternation: Long to Short Vowel Alternation: Long to Short or /~/
	Sort 9	Adding Suffixes: Vowel Alternation (Accented to Unaccented)
	Sort 10	Adding the Suffix <b>-ity</b> : Vowel Alternation (/~/ to short)
	Sort 11	Adding Suffixes: Vowel Alternation (with spelling Change)
	Sort 12	Adding the suffix <b>-ation</b> : Vowel Alternation (with Spelling change)
	Sort 13	Examining Multiple Alternations
	Sort 14	Greek and Latin Number Prefixes <b>mono, bi, tri</b>
	Sort 15	Greek and Latin Prefixes <b>inter, sub, over</b>
	Sort 16	Number Prefixes <b>quadr, tetra, quint, pent, dec</b>
	Sort 17	Latin Word Roots <b>spect, port</b>
	Sort 18	Latin Word Roots <b>dic, aud</b>
	Sort 19	Latin Word Roots <b>rupt, tract, mot</b>
	Sort 20	Latin Word Roots <b>ject, man, cred</b>
	Sort 21	Latin Word Roots <b>ject, man, cred</b>

Sort 22	Latin Word Roots <b>vid/vis,</b> <b>scrib/script</b>
Sort 23	Latin Word Roots <b>jud, leg, flu</b> Greek and Latin Elements <b>crat/cracy,</b>
Sort 24	<b>arch/archy</b>
Sort 25	Latin Word Roots <b>spire, sist, sign</b> Greek and Latin Elements <b>cap, ped,</b>
Sort 26	<b>corp</b> Greek and Latin Word Roots <b>sect, vert/vers,</b>
Sort 27	<b>form</b> Greek and Latin Word Roots <b>onym,</b>
Sort 28	<b>gen</b> Greek and Latin Word Roots <b>voc, ling, mem,</b>
Sort 29	<b>psych</b>
Sort 30	Prefixes <b>intra, inter, intro</b> Predictable Spelling Changes <b>ceiv/cep, tain/ten,</b>
Sort 31	<b>nounce/nunc</b> Adding Suffixes <b>ent/ence,</b>
Sort 32	<b>ant/ance #1</b> Adding Suffixes <b>ent/ence,</b>
Sort 33	<b>ant/ance #2</b>
Sort 34	Adding Suffixes <b>able, ible</b> Adding the Suffix <b>able</b> (With e-drop and no spelling change)
Sort 35	Prefix Assimilation: Prefixes <b>in, im,</b>
Sort 36	<b>il, ir</b>
Sort 37	Prefix Assimilation: Prefixes <b>com, col, con</b>
Sort 38	Prefix Assimilation: Prefixes <b>ob, ex, ad, sub</b>