

Content Frame for Word Study Features

Letter Name	Definition	Categories Within Features	Instructional Emphasis
Word Families/ Phonograms	End in high frequency rimes that vary only in the beginning consonant sound to make a word	a=at, an, ag, ap, an, ad, ack i=ip, it, ig, in, ick, ill o=ot, op, ob, ock, og e=et, en, ell, eck u=ut, ub, ug, un, uck	Review initial consonants with rimes. Begin with same vowel word families and then move into different vowel word family contrasts.
Short Vowels	The lax or sounding vowel; the vocal chords are more relaxed	a, e, i, o, u	Begin comparing non-rhyming CVC short vowel words.
Consonant Blends	Two letters that make two sounds	s- blends: sc, sk, sw, sp, st, sl, sn, sm l-blends: pl, cl, bl, sl, fl, gl r-blends: br, cr, fr, gr, pl -st, -sp, -sk, -ft, -pt, -lt, lf, and -lp	Initial blends can be added to short vowel words. Final blends are a little more challenging. For students in late LN both can be used together.
Consonant Digraphs	Two letters that make a single sound	th, sh, wh, ch, ph	Introduce with initial digraphs and then move into final digraphs.
Affricates	A speech sound produced when the breath stream is topped and released at the point of articulation	tr, dr	Compare tr with t, ch and h & dr with d and j (usually mastered in late LN).
Preconsonantal Nasals	Nasals that occur before consonants, as in the words lump or wink; the vowel is nasalized as part of the air escapes through the nose during pronunciation	mp, nk, ng, nd	These are more complex blends that are usually mastered in the late LN stage of development.
Consonant Influences on Vowels	The letters r, w, and l influence the vowel sounds they follow; they follow the CVC pattern yet don't make the short vowel sound	Liquids/r and l-controlled R= ar,er,ir,or,ur L=all,el,ill,ul W= wa *the w often has an effect on the vowel that follows it	These are difficult to spell by sound alone and can be explored in late LN/Within Word. Compare with short vowels and contrast with r and l-blends.

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Within Word Pattern	Definition	Categories Within Features	Instructional Emphasis
VCE	Most common long vowel pattern	aCe, iCe, oCe, uCe	Compare short vowel with VCe pattern first. Then they can be compared with other long vowels, etc.
Common Long Vowel Patterns	Combination of vowels (team) or single vowel that makes the long vowel sound	Long a: ai, ay, ei, Long e: ee, e, ea* pattern can be short and long, ie Long i: igh, y, iCC, Long o: oa, oCC, oe, o, ow Long u: ew/ou* (also incl. in abstract vowels), ue, ui	Students early in this stage would benefit from sorts within the same vowel. Mid-late WWP students can have common long vowel patterns combined with other features.
R-Controlled Vowels	When a vowel is followed by an r, the r influences the sound of the vowel	a: ar, are, air e: ear*learn/year, eer i: ir, ire o: or, ore, oar u: ur, ure* cure/sure	Begin with ar and or since you can hear the difference between these combinations. You can introduce some of these words as oddballs for VCe and common long vowel sorts.
Complex Consonant Patterns	Consonant units that include three-consonant clusters, two-consonant units that sound like a single letter, and consonant and vowel units	Digraphs/triple blends: qu, scr, shr, spl, spr, squ, str, thr Final consonant patterns: ck/ke/k & ch/tch & ge/dge Soft consonants: g, c Silent consonants: gn/kn & mb/wr	Final consonant patterns focus on the vowel sounds (short/long) to help determine which pattern to use at the end of the word. ck, tch, dge = often short vowels ke, k, ch, ge = often long vowels
Abstract/Ambiguous Vowels	Vowels, other than r-controlled, that are neither long nor short (Vowel diphthongs and vowel digraphs)	ew/ou* (also incl. long u), oo/bloom, oo/ou(book,could), oy, oi, ou/ow(out/brow), au/aw/al(caught,caw,call) wa* (swab/walk/warm)	This is the focus for late WWP. The ew/ou patterns can be included with common long u patterns. Examine the influence w has when it is in front of the vowel a. These can be used as oddballs.
Inflectional Endings /ed/	Suffixes that indicate verb tense	/id/ handed /d/ sailed /t/ worked	Introduced at this stage in order to gain an understanding of /ed/ as a past tense meaning unit. Words that require doubling/e-drop can be used in the sorts but do not expect students to correctly apply these S&A features in their own spelling/writing.
Contractions	The shortening of a phrase by omitting one or more letters		Discuss how contractions are different than possessives.
Homophones	Words that sound alike but have different spellings & meanings		Select one syllable homophones during WWP stage.

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Syllables & Affixes	Definition	Categories Within Features	Instructional Emphasis
Plurals & Possessives	More than one; words showing or relating to ownership	Add s Add es to words ending in: sh, ch, s, ss, x-es, Cy change y to l and add es (babies) Vy add s (turkeys)	Have students compare plural endings with each other and then compare plurals with possessives. You can also tie in contractions as well.
Compound Words	Words made up of two or more words (single word or hyphenated)	blackboard mother-in-law	Have students compare by "families" and number of syllables.
Doubling and E drop with -ed and -ing	Doubling the consonant to preserve the short vowel; E-drop and add -ed or -ing; No change (base word) add -ed or -ing	(run) = run ning CVC (skate) = sk at ing CVCe (twist) = twist ing CVCC (braid) = bra id ing CVVC	Have students examine base word for type of vowel and open/closed syllable. Then compare doubling vs. e-drop and add with no change.
Other Syllable Juncture Doubling	Principles above applied to other types of words and analysis of open/closed syllables	Closed syllable/short vowel: pillow = VCCV (doublet) basket = VCCV pilot = VCV open syllable and long vowel (do not double) cabin = VCV closed	Focus with students on comparing syllable juncture within a word. Begin comparing VCCV, Doublet, and VCV (open) words. Then compare VCV open vs. VCV closed. *Look at where the syllable is divided. Next examine second syllable stress with VCCV, Doublet, and VCV (open).
Long Vowel Patterns in Stressed Syllable	Primary emphasis, accent, placed on the long vowel pattern	aCe, ai, ay, open a (April) ee, ea, ie, open e (even), eCe,ei iCe, igh, iCC, y, open i (biker) oCe, oa, oCC, ow, open o (frozen) uCe, open u (super)	Introduce stress with students' names. Homographs work well too. Compare short vowel with their long vowel patterns. Compare vCe, across vowels and first vs. second syllable stress.
R-Controlled Patterns in Stressed Syllable	Primary emphasis, accent, placed on the vowel followed by an "r"	ar, are, air, ar/er (parent, cherry) er, ear (nearly), ear (early), eer, ere ir, ire or, ore, oar, our, and ur, ure	Compare words that vary in placement of stress.
Abstract Vowel Patterns in the Stressed Syllable	Primary emphasis, accent placed on the vowel (other than r-control) that are not long or short; vowel digraphs or diphthongs	oo/ew, oo, oy/oi, ou, ow, au/aw	Compare words that vary in placement of stress.

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<p>Unstressed Syllable Vowel Patterns</p>	<p>Unstressed syllables usually contain a vowel or vowel pattern that is schwa</p>	<p>/ĥ/ /əŋ/- ain/an (captain, human), en (aspen n., blacken v., golden adj.), in (cousin), on (bacon) /ĭ/ /əɪ/- al (bridal adj., journal n.), il/ile (April, fertile) el (angel), le (bottle) /ər/- ar (dollar), er (poster), or (actor) ure (picture), cher/sher (pitcher, fresher) /ət/- et (basket), it (edit) schwa /ə/- a (canal), e (believe), i (divide), o (polite), u (focus) /ij/- age (village), edge (knowledge), idge (porridge) reduced final stress /ē/- ey (monkey) (tends to follow k, l, and n) ie (cookie), y (easy)</p>	<p>This is very challenging for students since the pronunciation of the word offers little help in the spelling. Students can compare words that have the same vowel pattern but different stress. For example: captain vs. complain. They can also look for meaning clues. For example: er/or = pertaining to people</p>
<p>Simple Prefixes and Suffixes</p>	<p>Affixes added to beginning or ending of base or root words</p>	<p>PREFIXES: uni-, bi-, tri- dis: opposite of; en: to put into, make; fore: before in front of; in: in or into; mis: wrongly; pre: before; re: again; un: not, opposite of SUFFIXES: er/est: comparatives/ superlatives; ful: full of/having; less: without; ly: like/in a manner; ness: state of being; y: having</p>	<p>Greek prefixes are introduced at this stage for initial exposure (uni-, bi-, tri-). Discuss with students how affixes change the meaning of words.</p>
<p>Polysyllabic *Homographs and **Homophones</p>	<p>*Words spelled the same but have different meanings **Words that sound alike but have different meanings and spellings</p>	<p>(*<i>record</i> the information/ he set a new <i>record</i>) (**<i>pear</i>, <i>pair</i>)</p>	<p>Compare stress and parts of speech with students.</p>

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Derivational Relations	Definition	Categories Features	Instructional Emphasis
Consonant Alternations Silent/Sounded	Consonants that are silent in one word are sometimes 'sounded' in related words	Silent/sounded: sign to signal /t/ to /sh/: connect to connection /k/ to /sh/: music to musician /k/ to /s/: critic to criticize /s/ to /sh/: office to official	Give students a good introduction to basic spelling-meaning connection. There are not many of these features. Tell students to try to think of a word related in spelling and meaning.
Vowel Alternations	Occurs in related words where the spelling remains the same despite a change represented by the spelling	Long to short: crime/criminal Long to schwa: compete/competition Schwa to short: local/locality	Use sorts to explore vowel alternations. Begin by pairing derived words and then grouping the pairs by the changes in the vowel sounds and stressed syllables.
Suffixes on Base Words	A group of letters added to the end of a word to form another word; to add something	-sion, -tion, -ian on basewords: division, traction, magician	First pair base word (verb) with derivative (noun), then group pairs by spelling patterns to determine generalization.
Greek Prefixes	Attached to the beginning of a base word to modify its meaning	Mono-, bi-, tri-, etc...	Help students making the spelling-meaning connection.
Greek Roots	Base words from the ancient Greek language	tele-, therm-, photo-, astr-	Explain to students that roots are the "meaningful anchor" to which we attach prefixes and suffixes.
Latin Roots	Base words from the ancient Roman language	-tract, -spect, -port, -dict, etc...	Explain to students that roots are the "meaningful anchor" to which we attach prefixes and suffixes.
Latin and Greek Prefixes	Beginning attachments to words of Latin and Greek origin	Gk prefixes: inter-, intra-, super, counter- Latin Prefixes: sub-, pre-, anti-, demi-	Begin instruction with the most common prefixes such as phon, graph, spect, rupt, dic.
Greek Suffixes	A group of letters added to the end of words from Greek origin that modify its meaning	-crat/-cracy, -emia, -ician, -ine, -ism/-ist, -ology, etc...	See Appendix E in WTW for more information
Predictable Spelling Changes in Consonants	Words in which both the sound AND spelling change, occurs regularly in word families	/t/ to /sh/: permit to permission /t/ to /s/: silent to silence /d/ to /zh/: explode to explosion /sh/ to /s/: ferocious to ferocity	Begin with a sort in which each base word is paired with its derivative, then sort pairs according to the specific spelling change that occurs.
Predictable Spelling Changes in Vowels	Words in which both the sound AND spelling change, occurs regularly in word families	Long to short: vain to vanity Long to schwa: explain to explanation	Begin with a sort in which each base word is paired with its derivative, then sort pairs according to the specific spelling change that occurs.

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Advanced Suffix Study	If the suffix is attached to a base root that can stand alone (depend) it is usually spelled -able (dependable)	-able/-ible -ant/-ance -ent/-ence	Have students check dictionary for these words for common misspellings- they will be listed.
Assimilated/Absorbed Prefixes	A group of disguised prefixes	Prefix + base word = immobile Prefix + word root = accept	This poses a difficult spelling challenge and depends on prior knowledge of other basic spelling-meaning patterns, processes of adding prefixes to base words, and Greek and Latin roots.