

| Intervention Name: Word Sorts | | | | | |
|---|-------------|------------|-------------|---------|----------------|
| Setting | | | Focus Area | | |
| Whole-class | Small-group | Individual | Acquisition | Fluency | Generalization |
| X | X | X | X | | |
| <p>Brief Description: Word sorts are an appropriate intervention to use with a whole class, small groups, or individual children. This intervention is intended to help with the acquisition of phonemic awareness skills. Word sorts can be used to categorize words based on common components. Words used in this intervention should have common sound or spelling patterns and should match a student’s instructional level. For sound word sorts, picture cards are used and the words are verbally stated. For spelling word sorts, word cards are used and the words are read by the student.</p> | | | | | |
| <p>Materials:</p> <ul style="list-style-type: none"> • Picture or word cards | | | | | |
| <p>Procedures:</p> <ul style="list-style-type: none"> • Gather two or more sets of picture or word cards. Sets should have common sound or spelling patterns. • Choose a category header from each set. Students will match other picture or word cards to this category header. • Shuffle the rest of the cards. • Have the child sort the pictures or words based on the sound or spelling patterns. For example, picture cards could be sorted by initial sounds or rhyme patterns. • Have the child explain why the groups of pictures or words were sorted together. <p><i>Procedure can be modified to accommodate small group and whole class instruction.</i></p> | | | | | |
| <p>Theoretical Foundations: Word sorts are intended to help children understand that words are made of common sounds and spellings (Joseph, 2008). This intervention encourages children to examine words closely (either by listening to them or reading them) and discriminate among different patterns (Joseph, 2002a). Words sorts have been found to be effective at improving sound/word recognition and spelling skills (Joseph, 2002a). Word sorts are particularly beneficial when students are learning to discriminate initial and final sounds in words (Maslanka & Joseph, 2002).</p> <p>Word sorts are an intervention that can assist with the acquisition phase of the instructional hierarchy (Joseph, 2008). In the acquisition phase, students start to learn skills and apply these skills to academic content so they can produce correct responses. In the acquisition phase, instructors can teach students how to perform certain skills through modeling, demonstrating, prompting, correcting errors, and providing feedback. Once students acquire a skill, they can apply it in other contexts outside of the intervention. For example, if students learn that a certain spelling pattern makes particular sounds through a word sort intervention, they can use that newly acquired skill to spell other words that make the same sounds.</p> | | | | | |
| <p>References Joseph, L. M. (2002a). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. <i>School Psychology Review</i>, 31(1), 122. Joseph, L. M. (2002b). Helping children link sound to print: Phonics procedures for small-group or whole-class settings. <i>Intervention in School and Clinic</i>, 37(4), 217-221.</p> | | | | | |

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