

Sortegories User Guide

Overview

Sortegories provides an opportunity for students to enhance language acquisition by completing word activities, such as word building, analogies, categorizing, morphology, phrase and sentence building, multiple meaning words, synonyms and antonyms. The interactive activities engage students while they practice skills.

Each of the 36 units in *Sortegories* has nine activities that can be completed by the student. Students may complete each activity more than once, and they are not required to complete the activities in order.



Suggestions for Use with *Passport Reading Journeys*™

The following chart provides suggestions for placing students using *Passport Reading Journeys*™ in the *Sortegories* program. Students also may be given specific activities to complete instead of working through an entire level.

<i>Passport Reading Journeys</i> Level	<i>Sortegories</i> Unit
*Word Study (all levels)	Levels A and B, Units 1–12
<i>Passport Reading Journeys</i> Beginnings	Levels C and D, Units 13–24
<i>Passport Reading Journeys</i> I	Levels C and D, Units 13–24
<i>Passport Reading Journeys</i> II	Levels E and F, Units 25–36
<i>Passport Reading Journeys</i> III	Levels E and F, Units 25–36

*For students needing the extra support of the Word Study section of *Passport Reading Journeys*, the suggested starting point in *Sortegories* is Levels A and B.

Sortegories Activity Description



Sound Count (Units 1–12)

Activity Objective: Click the number of tiles that represent each sound that is heard.

Example: The narrator says *am*. The student must click on the number of tiles that represent the word. For the word *am*, the first two tiles are clicked. The level of difficulty increases with higher unit numbers.

Sort It (Units 1–36)

Activity Objective: Sort words that contain parts of words as categorized in three columns.

Example: Category column headings read *at*, *am*, and *ab*. The word *bam* appears at the bottom of the screen. The student must drag the word to the correct column. In this case, *bam* would be dragged to the *am* column. The level of difficulty increases with higher unit numbers.

Build It (Units 1–36)

Activity Objective: Build words from tiles containing individual letters.

Example: Blank boxes are located at the top of the page. Tiles are displayed at the bottom of the page that contain single or double letters, such as *a*, *t*, *b*, *ck*, *sh*. The student drags and drops letters into the blank boxes to build words. The level of difficulty increases with higher unit numbers.

Morph It (Units 1–36)

Activity Objective: Identify words with the same meaning part.

Example: Three columns with blank column headings appear at the top of the page. A word is displayed at the bottom of the page, such as *rat*. The student drags and drops the word into a blank column. Another word, such as *cabs*, is displayed. The student identifies whether the words have the same meaning part and drags and drops the second word into the appropriate column. In this case, *rat* and *cabs* do not have the same meaning parts: *Rat* is singular, and *cabs* is plural. Therefore, the words would occupy different columns. The level of difficulty increases with higher unit numbers.

Categorize It (Units 1–36)

Activity Objective: Identify words that share the same meaning.

Example: Three columns with blank column headings appear at the top of the page. A word is displayed at the bottom of the page, such as *cat*. The student drags and drops the word into a blank column. Another word, such as *scat*, is displayed. The student identifies whether the words have the same meaning and drags and drops the second word into the appropriate column. In this case, *cat* and *scat* do not have the same meaning: *Cat* is an animal, and *scat* is an action. Therefore, the words would occupy different columns. The level of difficulty increases with higher unit numbers.

Grammar Sort (Units 1–12)

Activity Objective: Identify words by the part of speech.

Example: Three columns with blank column headings appear at the top of the page. Words are displayed one at a time at the bottom of the page, such as *mast*. The student drags and drops the word into a blank column. Another word, such as *sat*, is displayed. The student identifies the word's part of speech and drags and drops the word into the appropriate column. In this case, *mast* and *sat* are not the same part of speech: *Mast* is a noun, and *sat* is a verb. Therefore, the words would occupy different columns. The level of difficulty increases with higher unit numbers.

Relate It (Units 1–36)

Activity Objective: Drag the correct answer to the box.

Example: Three words are displayed on the screen, such as *cat*, *fat*, and *mat*. The narrator says a prompt, such as "Select the antonym for *thin*." The student must identify the correct word and drag it to the box, then click Enter to move to the next set of words. The level of difficulty increases with higher unit numbers.

Analogy Building (Units 1–36)

Activity Objective: Select a word from words displayed at the bottom of the page to complete an analogy comparable to the example analogy.

Example: Words are displayed at the bottom of the screen, such as *mat*, *bat*, *fast*, and *cast*. The narrator says a prompt, such as “Fin is to fish as wing is to _____.” The student must identify the correct word, *bat*, drag it to the box, then click Enter to receive feedback.

Activity Variation: In Units 13–18, the activity interaction changes. The student is asked to complete both words in the analogy. The narrator reads the example analogy, such as “flock is to sheep as _____ is to _____.” The student must drag both words to the blank boxes, for example, *herd* is to *horses*.

In Units 19–36, the student is expected to complete the analogy without a verbal narration. The Repeat Audio button is no longer displayed; however, the Hint button remains.

Phrase Building (Units 1–12)

Activity Objective: Select a word from words displayed at the bottom of the page to build a phrase in response to the question displayed at the top of the page.

Example: Words are displayed on the screen, such as *cab*, *the*, *cat*, *bat*, and *fast*. The narrator asks, “What did it?” The student must drag words to the blank boxes provided below the printed question.

Activity Variation: In Units 7–10, the activity changes to verb phrases. The narrator verbalizes the type of phrase, and the student must create a verb phrase from the listed words.

In Units 11–12, the activity changes to prepositional phrases. The narrator verbalizes the type of phrase, and the student must create a prepositional phrase from the listed words.

Recognize It (Units 19–36)

Activity Objective: Select a word from words displayed at the top of the page in response to the prompt at the bottom of the page.

Example: Words are displayed on the screen, such as *faint*, *ate*, *way*, and *barn*. The narrator asks the student to choose the word with a different vowel sound than *brain*. The student must click on the correct word (*barn*).

Sentence Building (Units 13–18)

Activity Objective: Complete a sentence by selecting from possible answers displayed at the bottom of the page.

Example: An incomplete sentence is displayed on the screen. Sentence parts (phrases) are displayed at the bottom of the page, such as *at sunrise*, *over us*, and *across the lake*. The narrator asks a question, such as “Which word or phrase answers *when*?” The student must drag the correct part/phrase (*at sunrise*) to the blank space provided below the incomplete sentence.

Multiple Meanings (Units 19–36)

Activity Objective: Select a meaning from a multiple choice answer bank that relates to a word and sentence displayed on the page.

Example: A word, such as *coast*, and sentence, such as *He likes to coast down the hill.*, are displayed at the top of the page. Multiple choice selections are displayed at the bottom of the page, such as *where land meets water*, *to move*, and *price*. The student is prompted to complete an action, such as “Click the correct meaning of the word *coast*.”

Cloze It (Units 19–36)

Activity Objective: Select a word from displayed answer choices that completes the sentence on the page.

Example: A set of words is displayed on the page, such as *male*, *mail*, *nail*, and *mall*. An incomplete sentence is displayed, such as “Did you get the _____ from the box?” The student selects a word to complete the sentence by clicking on its box.