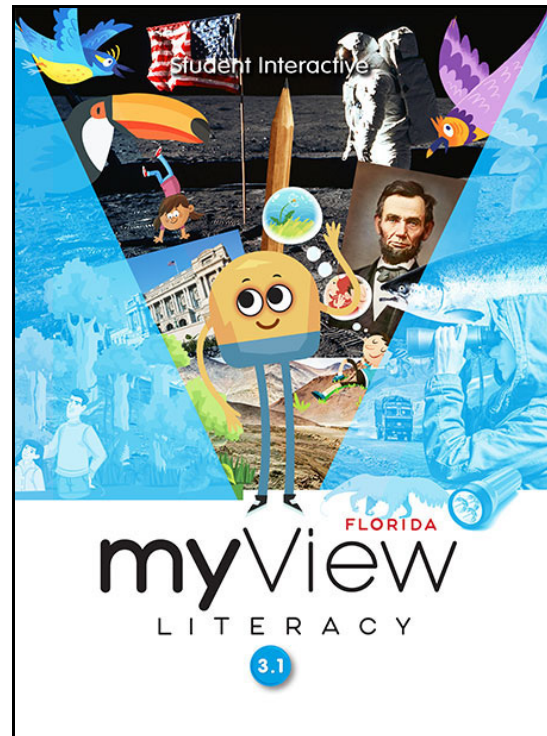


An Alignment of

**Words Their Way Classroom  
©2019**



To

**Florida myView Literacy  
Word Work and Spelling Lessons  
Grade 3, ©2022**

**A Correlation of Words Their Way Classroom ©2019  
To Florida myView Literacy ©2022, Word Work and Spelling Lessons  
Grade 3**

**Introduction**

This document demonstrates how **Words Their Way Classroom ©2019** works together with **Florida myView Literacy ©2022: Word Work and Spelling Lessons**. Correlation references are to the Words Their Way Classroom Teacher's Resource Guide and are cited by Level title, Sort name, number and page number. Words Their Way Classroom Sorts can be reinforced online with enhanced digital support available through Realize.

**Words Their Way (WTW) Classroom** is the classroom-ready version of Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction professional development book. Words Their Way Classroom uses the research-based developmental approach to word study that is student-centered and assessment driven. This approach fosters the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary. The Classroom ready-made materials make word study easy to implement and use in the classroom.

**myView Literacy** is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. myView Literacy offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

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Lessons 1-3, 5: Spelling: Spell Vowel Patterns au, aw, al, augh, ough T74-T75	<b>Within Word Pattern</b> Sort 32: Ambiguous Vowels aw, au, pp. 376-377 Sort 33: Ambiguous Vowels wa, al, ough, pp. 379-381
Lesson 4: Homophones T75	<b>Within Word Pattern</b> Sort 42: Long a Homophones #1, pp. 406-408 Sort 43: Long a Homophones #2, pp. 409-411 Sort 44: Short and Long i Homophones, pp. 412-414
<b>Reading-Writing Bridge: Word Study T132-T133</b>	
Lessons 1-5: Vowel Patterns ei, eigh T132-T133	<b>Within Word Pattern</b> Sort 22: Patterns and Sounds Spelled with ie and ei, pp. 346-348
<b>Reading-Writing Bridge: Spelling T138-T139</b>	
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Lesson 4: Spell Vowel Patterns au, aw, al, augh, ough T139	<b>Within Word Pattern</b> Sort 32: Ambiguous Vowels aw, au, pp. 376-377 Sort 33: Ambiguous Vowels wa, al, ough, pp. 379-381

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Reading-Writing Bridge: Word Study T198-T199	
Lessons 1-5: Teach Words with Suffix -en T198-T199	<b>Syllables and Affixes</b> Sort 34: Unaccented Final Syllable /ən/ Spelled – en, -on, -an, -ain, pp. 521-523
Reading-Writing Bridge: Spelling T204-T205	
Lessons 1-3, 5: Spelling: Spell Words with Suffix -en T204-T205	<b>Syllables and Affixes</b> Sort 34: Unaccented Final Syllable /ən/ Spelled – en, -on, -an, -ain, pp. 521-523
Lesson 4: Vowel Patterns with ei and eigh T205	<b>Within Word Pattern</b> Sort 22: Patterns and Sounds Spelled with ie and ei, pp. 346-348
Reading-Writing Bridge: Word Study T272-T273	
Lessons 1-5: Teach Schwa Vowel Sound T272- T273	<b>Syllables and Affixes</b> Sort 29: Unaccented Final Syllable –le, pp. 506-508 Sort 30: Unaccented Final Syllable /əl/ Spelled – le, -el, -il, -al,, pp. 509-511 Sort 31: Unaccented Final Syllable /ər/ Spelled – er, -ar, -or, pp. 512-514
Reading-Writing Bridge: Spelling T278-T279	
Lessons 1-3, 5: Spelling: Spell Words With The Schwa Sound T278-T279	<b>Syllables and Affixes</b> Sort 29: Unaccented Final Syllable –le, pp. 506-508 Sort 30: Unaccented Final Syllable /əl/ Spelled – le, -el, -il, -al,, pp. 509-511 Sort 31: Unaccented Final Syllable /ər/ Spelled – er, -ar, -or, pp. 512-514
Lesson 4: Spell Words with Suffix -en T279	<b>Syllables and Affixes</b> Sort 34: Unaccented Final Syllable /ən/ Spelled – en, -on, -an, -ain, pp. 521-523
Reading-Writing Bridge: Word Study T340-T341	
Lessons 1-5: Teach Final Stable Syllables T340-T341	<b>Syllables and Affixes</b> Sort 29: Unaccented Final Syllable –le, pp. 506-508 Sort 30: Unaccented Final Syllable /əl/ Spelled – le, -el, -il, -all, pp. 509-511 Sort 33: Final Syllable /ər/ Spelled –cher, -ture, - sure, -ure, pp. 518-520

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Reading-Writing Bridge: Spelling T346-T347	
Lessons 1-3, 5: Spelling: Spell Final Stable Syllables; -le, -ture, -ive, -ize T346-T347	<b>Syllables and Affixes</b> Sort 29: Unaccented Final Syllable –le, pp. 506-508 Sort 30: Unaccented Final Syllable /əl/ Spelled –le, -el, -il, -a,, pp. 509-511 Sort 33: Final Syllable /ər/ Spelled –cher, -ture, -sure, -ure, pp. 518-520
Lesson 4: Schwa T347	<b>Syllables and Affixes</b> Sort 29: Unaccented Final Syllable –le, pp. 506-508 Sort 30: Unaccented Final Syllable /əl/ Spelled –le, -el, -il, -al, pp. 509-511 Sort 31: Unaccented Final Syllable /ər/ Spelled –er, -ar, -or, pp. 512-514

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