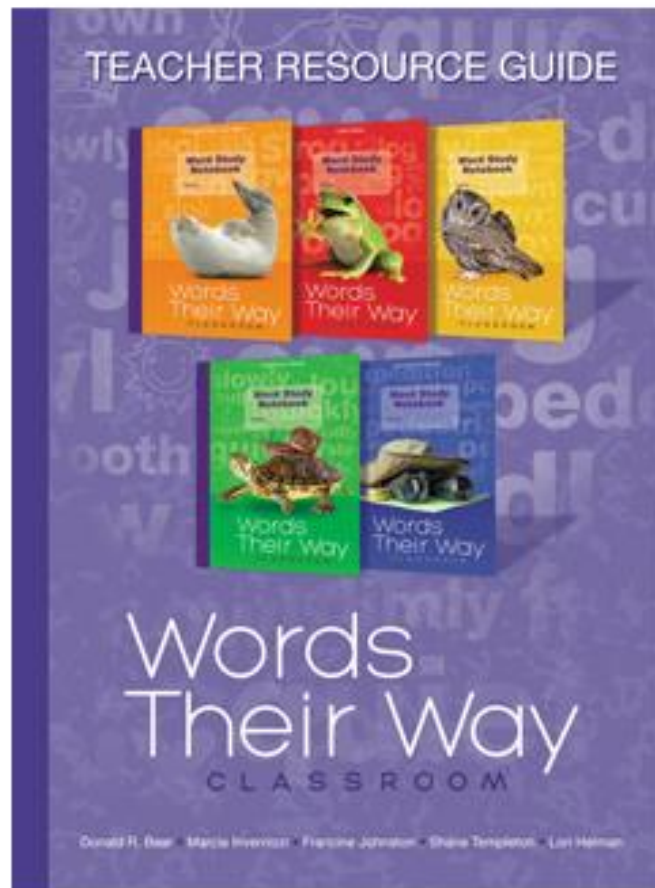


A Correlation of



To the

ELA Missouri Learning Standards Grade Level Expectations Reading Foundations Grade 1

A Correlation of Words Their Way, Grade 1, ©2019 to the ELA Missouri Learning Standards-Grade Level Expectations: Reading Foundations

Introduction

This document demonstrates how *Words their Way, ©2019* meets the ELA Missouri Learning Standards, Grade Level Expectations, Reading Foundation. Correlation page references are to Teacher’s Resource Guide and are cited by grade level and page references.

Words Their Way: Word Study In Action Developmental Model 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 *Word Study in Action* ready-made materials make word study easy to implement and use in your classroom.

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**A Correlation of Words Their Way, Grade 1, ©2019 to the
ELA Missouri Learning Standards-Grade Level Expectations: Reading Foundations**

ELA Missouri Learning Standards Grade Level Expectations Reading Foundations	Words Their Way Grade 1, ©2019
Grade 1	
1 Understand how English is written and read (Start of Reading Foundations).	
Print Awareness	
Develop print awareness in the reading process by:	
a. recognizing that sentences are comprised of words separated by spaces	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to teach this skill, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
b. recognizing the distinguishing features of a sentence	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to teach this skill, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
2 Understand how English is written and read.	
Phonemic Awareness	
Develop phonemic awareness in the reading process by:	
a. producing and identifying sounds and syllables in spoken words	TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 455-457, 458-460, 461-463, 464-466
b. distinguishing between long and short vowel sounds	TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 479-481
c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed	TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227
d. blending spoken phonemes to form one- or two-syllable words including consonant blends	TRG: 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257
e. segmenting spoken words of three to five phonemes into individual phonemes	TRG: Opportunities to address: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 328-330, 331-333, 334-336, 337-339, 340-342, 343-345

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ELA Missouri Learning Standards Grade Level Expectations Reading Foundations	Words Their Way Grade 1, ©2019
3 Understand how English is written and read.	
Phonics	
Develop phonics in the reading process by:	
a. decoding words in context by using letter-sound knowledge	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
b. identifying letters for the spelling of short and long vowels	TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 479-481
c. producing consonant blends	TRG: 180-182, 183-185, 189-191, 192-194, 195-197, 198-200
d. producing consonant digraphs	TRG: 165-167, 168-170, 171-173, 174-176 177-179, 246-248, 258-260
e. combining sounds from letters and common spelling patterns to create and decode recognizable words	TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227
f. using syllabication patterns to decode words	TRG: 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 484-487, 488-490, 491-493, 494-496, 500-502, 503-505
g. reading irregularly spelled words	TRG: 313-315, 346-348, 385-387
h. reading root words with inflectional endings	TRG: 425-427, 428-430, 431-433
i. reading contractions and compound words	TRG: 98-100, 276-279, 446-448, 449-451, 452-454

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ELA Missouri Learning Standards Grade Level Expectations Reading Foundations	Words Their Way Grade 1, ©2019
j. reading high-frequency words	TRG: <i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, covering the five developmental stages of word study: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations.
k. demonstrating decoding skills when reading	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
4 Understand how English is written and read.	
Fluency	
Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409