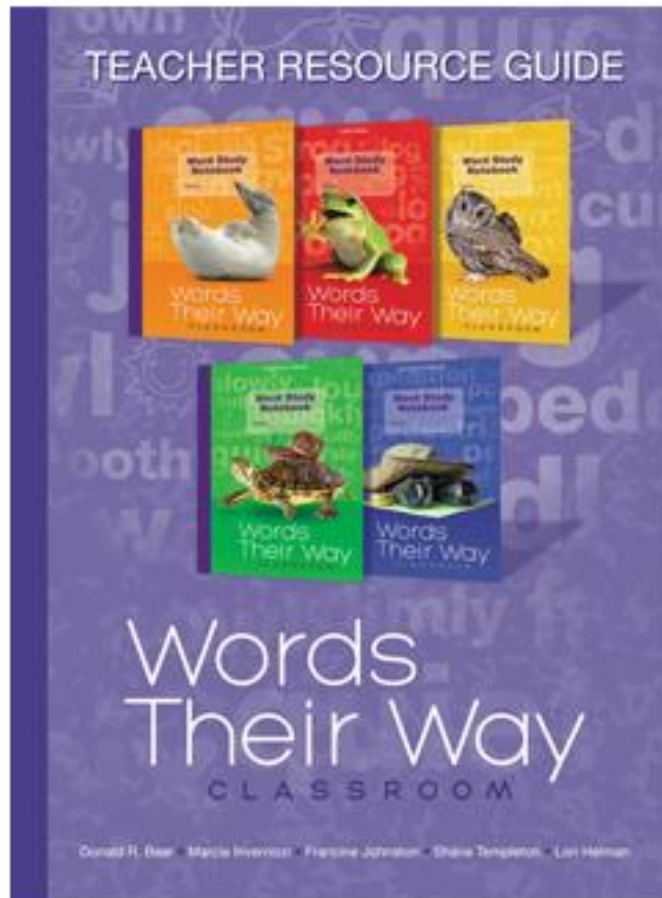


A Correlation of



To the

ELA Missouri Learning Standards Grade Level Expectations Reading Foundations Grade 2

A Correlation of Words Their Way, Grade 2, ©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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ELA Missouri Learning Standards-Grade Level Expectations: Reading Foundations**

Missouri ELA Learning Standards Grade Level Expectations Reading Foundations	Words Their Way Grade 2, ©2019
Grade 2	
1 Understand how English is written and read (Start of Reading Foundations).	
Print Awareness	
Develop print awareness in the reading process by:	
a. understanding that sentences are organized into paragraphs to convey meaning	TRG: Students can write stories/descriptions organized into paragraphs. For examples, refer to pages 313, 324, 330, 339, 354, 369, 375, 378, 427, 430, 436, 451, 466, 469, 490, 493, 499, 502, 511, 514, 523, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
2 Understand how English is written and read.	
Phonemic Awareness <i>No applicable standards at this grade level.</i>	
3 Understand how English is written and read.	
Phonics	
Develop phonics in the reading process by:	
a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	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. 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. distinguishing long and short vowels when reading regularly spelled one-syllable words	TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 479-481
c. decoding regularly spelled two-syllable words with long vowels	TRG: 467-469, 470-472, 473-475, 476-478, 479-481, 482-484
d. decoding words with vowel diphthongs	TRG: 370-372, 382-384
e. decoding words with vowel digraphs	TRG: 373-375

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Missouri ELA Learning Standards Grade Level Expectations Reading Foundations	Words Their Way Grade 2, ©2019
f. reading words with common prefixes and suffixes	TRG: 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 630-632, 633-635, 636-638, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 699-701
g. using contractions	TRG: 276-278
h. using common syllable patterns to decode words including <i>r</i> -controlled vowels	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
i. reading irregularly spelled 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.
j. demonstrating decoding skills when reading new words in a text	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