

A Correlation of

Words Their Way Classroom

©2019



To the

Texas Essential Knowledge and Skills Foundational Skills for English Language Arts Grade 1

**A Correlation of Words Their Way Classroom ©2019, Grade 1
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Introduction

This correlation demonstrates that the word knowledge developed through ***Words Their Way Classroom ©2019*** supports the Texas Essential Knowledge and Skills Foundational Skills for English Language Arts. Correlation references are located in the Teacher's Resource Guide and are cited by Sort number and title.

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.

This engaging, hands-on program ensures students develop the essential elements of reading including phonological awareness, phonics and word recognition, and vocabulary in just 15-20 minutes per day. The heart of the Words Their Way program is the sort or the process of grouping sounds and words into specific categories. Students make discoveries and generalizations about the conventions of English orthography. They compare and contrast word features and discover similarities and differences within the categories.

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: 7

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:..... 18

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GRADE 1	
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p>Emergent-Early Letter Name: Sort 1: Concept Sort Animal and Not an Animal Sort 4: Rhyming Sort Color Words Sort 17: Syllable Sort Animals Sort 36: Beginning sounds y, z, v</p> <p>Letter Name: Sort 3: Beginning Consonants c, h, f, d Sort 6: Word Family -at Sort 25: Mixed Vowel Word Families -at, -ot, -it Sort 50: Contractions</p> <p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 12: Short a (CVC) and Long a (CVCe and Cvc-ai) Sort 23: Consonant Blends pr, tr, dr, br Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 32: Agents and Comparatives Sort 51: Suffixes -ness, -ful, -less</p>

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<p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p>Emergent-Early Letter Name: Sort 2: Concept Sort Food and Not Food Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming sort Pairs Sort 7: Beginning Sounds b, m Sort 12: Concept Sort Clothing</p> <p>Letter Name: Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 3: Beginning Consonants c, h, f, d Sort 15: H and Digraphs sh, ch Sort 26: Mixed Vowel Word Families --an, -in, en, -un</p> <p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 4: Picture Sort for short and Long u Sort 5: Picture Sort for Short and Long e</p>
<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p>Emergent-Early Letter Name: Sort 3: Concept Sort Shapes and Colors Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming Sort Pairs Sort 9: Beginning Sounds, b, m, r, s Sort 11: Letter Recognition Rr, Ss, Ee</p> <p>Letter Name: Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 5: Beginning Consonants y, z, v Sort 9: Word Families -op, -ot, -og Sort 26: Mixed Vowel Word Families --an, -in, en, -un</p> <p>Within Word Pattern: Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 5: Picture Sort for Short and Long e Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe)</p>

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<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p>Emergent-Early Letter Name: Sort 1: Concept Sort Animal and Not an Animal Sort 9: Word Families –op, –ot, –og Sort 12: Concept Sort Clothing Sort 27: Mixed Vowel Word Families –ad, –ed, –ab, –ob Sort 39: Letter Recognition Yy, Zz, Vv Letter Name: Sort 2: Beginning Consonants t, g, n, p Sort 3: Picture Sort for Short and Long o Sort 9: Short u (CVC) and Long u (CVCe) Sort 11: Word Families –ug, –ut, –un Sort 31: Mixed Vowel Word Families –ack, –ick, –ock, –uck Within Word Pattern: Sort 3: Picture Sort for Short and Long o Sort 7: Short i (CVC) and Long i (CVCe) Sort 9: Short u (CVC) and Long u (CVCe) Sort 11: Final /k/ Sound Spelled ck, ke, k Sort 13: Short o (CVC) and Long o (CVCe and CVVC-oa)</p>
<p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>Emergent-Early Letter Name: Sort 1: Concept Sort Animal and Not an Animal Sort 3: Concept Sort Shapes and Colors Sort 9: Word Families –op, –ot, –og Sort 12: Concept Sort Clothing Sort 27: Mixed Vowel Word Families –ad, –ed, –ab, –ob Sort 39: Letter Recognition Yy, Zz, Vv Letter Name: Sort 2: Beginning Consonants t, g, n, p Sort 3: Picture Sort for Short and Long o Sort 9: Short u (CVC) and Long u (CVCe) Sort 11: Word Families –ug, –ut, –un Sort 31: Mixed Vowel Word Families –ack, –ick, –ock, –uck Within Word Pattern: Sort 3: Picture Sort for Short and Long o Sort 7: Short i (CVC) and Long i (CVCe) Sort 9: Short u (CVC) and Long u (CVCe) Sort 11: Final /k/ Sound Spelled ck, ke, k</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate phonological awareness by:</p>	
<p>(i) producing a series of rhyming words;</p>	<p>Emergent-Early Letter Name: Sort 4: Rhyming Sort Color Words Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming Sort Pairs Sort 9: Beginning Sounds b, m, r, s Sort 13: Rhyming Sort Clock, Fly, Pan Sort 31: Rhyming Sort Jar, Plate, Smell, Grape Letter Name: Sort 1: Beginning Consonants b, m, r, s Sort 6: Word Family -at Sort 7: Word Families -ad, -an Sort 8: Word Families -ap, -ag Sort 9: Word Families -op, -ot, -og Sort 10: Word Families -et, eg, -en Sort 11: Word Families -ug, -ut, -un Sort 12: Word Families -ip, -ig, -ill Sort 25: Mixed Vowel Word Families -at, -ot, -it</p>
<p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p>Emergent-Early Letter Name: Sort 7: Beginning Sounds b, m Sort 8: Beginning Sounds r, s Sort 9: Beginning Sounds b, m, r, s Sort 14: Beginning Sounds t, g Sort 15: Beginning Sounds n, p Sort 16: Beginning Sounds t, g, n, p Sort 21: Beginning Sounds c h Sort 22: Beginning Sounds f, d Sort 23: Beginning Sounds c, h, f, d Sort 28: Beginning Sounds l, k Sort 29: Beginning Sounds j, w, q Sort 30: Beginning Sounds l, k, j, w Sort 37: Beginning Sounds , z, v Letter Name: Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 3: Beginning Consonants c, h, f, d Sort 4: Beginning Consonants l, k, j, w</p>

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<p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p>	<p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 4: Picture Sort for short and Long u Sort 5: Picture Sort for Short and Long e Sort 6: Short a (CVC) and Long a (CVCe) Sort 7: Short i (CVC) and Long i (CVCe) Sort 7: Short o (CVC) and Long o (CVCe) Sort 9: Short u (CVC) and Long u (CVCe) Sort 10: Review Short Vowel (CVC) and Long Vowel (CVCe) Patterns Sort 12: Short a (CVC) and Long a (CVCe and CVVC-ai) Sort 13: Short o (CVC) and Long o (CVCe and CVVC-oa) Sort 14: Short u (CVC) and Long u (CVCe and CVVC) Sort 15: Short e (CVC) and Long e (CVCe and CVVC) Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa</p>
<p>(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	<p>Letter Name: Sort 6: Word Family –at Sort 7: Word Families –ad, -an Sort 8: Word Families –ap, -ag Sort 9: Word Families –op, -ot, -og Sort 10 Word Families –et, -eg, -en Sort 11: Word Families –ug, -ut, un Sort 12: Word Families –ip, ig, ill</p>

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<p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	<p>Letter Name: Sort 12: Word Families -ip, -ig, -ill Sort 35: Short Vowels i, u Sort 36: Short Vowels e, i, o, u Sort 37: Short Vowels in CVC Words a, o Sort 38: Short Vowels in CVC Words i, u Sort 39: Short Vowels in CVC Words e, i, o, u Sort 42: Short e, o, u Words with Beginning Blends</p> <p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 4: Picture Sort for Short and Long u Sort 5: Picture Sort for Short and Long e Sort 6: Short a (CVC) and Long a (CVCe) Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe)</p>
<p>(vi) manipulating phonemes within base words; and</p>	<p>Letter Name: Sort 6: Word Family -at Sort 7: Word Families -ad, -an Sort 8: Word Families -ap, -ag Sort 9: Word Families -op, -ot, -og Sort 10: Word Families -et, -eg, -en Sort 11: Word Families -ug, -ut, un Sort 12: Word Families -ip, ig, ill</p>

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<p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p>	<p>Letter Name: Sort 12: Word Families –ip, -ig, -ill Sort 35: Short Vowels i, u Sort 36: Short Vowels e, i, o, u Sort 37: Short Vowels in CVC Words a, o Sort 38: Short Vowels in CVC Words i, u Sort 39: Short Vowels in CVC Words e, i, o, u Sort 42: Short e, o, u Words with Beginning Blends</p> <p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 4: Picture Sort for Short and Long u Sort 5: Picture Sort for Short and Long e Sort 6: Short a (CVC and Long a (CVCe) Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe)</p>
(B) demonstrate and apply phonetic knowledge by:	
<p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p>	<p>Letter Name: Sort 12: Word Families –ip, -ig, -ill Sort 35: Short Vowels i, u Sort 36: Short Vowels e, i, o, u Sort 37: Short Vowels in CVC Words a, o Sort 38: Short Vowels in CVC Words i, u Sort 39: Short Vowels in CVC Words e, i, o, u Sort 40: Short a, e, i Words with Beginning Digraphs Sort 41: Sort a, i Words with Beginning Blends Sort 42: Short e, o, u Words with Beginning Blends</p> <p>Within Word Pattern: Sort 6: Short a (CVC and Long a (CVCe) Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe) Sort 9: Short u (CVC) and Long u (CVCe) Sort 10: Review Short Vowel (CVC) and (CVCe) Sort 11: Find /k/ Sound Spelled –ck, –ke, –k</p>

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<p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>Letter Name: Sort 40: Short a, e, i Words with Beginning Digraphs Sort 41: Short a, i Words with Beginning Blends Sort 42: Short e, o, u Words with Beginning Blends Sort 43: Short Vowel Words with Final Blends Sort 44: Short Vowel Words with Final Digraphs Sort 45: “Mysterious” n and m Sort 46: Words the End in -ng, -mp Sort 47: Words that End in -nt, -nk and -nd</p> <p>Within Word Pattern: Sort 36: Triple r-Blends scr-, str-, spr- Sort 37: Triple Blends thr-, shr-, squ-, spl- Sort 40: Word Ending -dge, -ge Sort 41: Word Endings -tch, -ch</p>

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(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in VVCV Patterns Sort 14: Syllable Juncture in VCCCV and VV Patterns Sort 15: Open and Closed Syllables and Inflected Endings Sort 16: Long a Patterns in Accented Syllables Sort 17: Long i Patterns in Accented Syllables Sort 18: Long o Patterns in Accented Syllables Sort 19: Long u Patterns oo and u_e in Accented Syllables Sort 20: Short and Long e Patterns in Accented Syllables Sort 21: Review Long Vowel Patterns in Accented Syllables Sort 22: Ambiguous Vowels oy/oi and ou/ow sin Accented Syllables Sort 23: Ambiguous Vowels au/aw/al in Accented Syllables Sort 24: r-Influenced a in Accented Syllables Sort 25: r-Influenced o in Accented Syllables Sort 26: Words with w or /w/ Before the Vowel Sort 27: r-Influenced er, ir, and ur in First syllables Sort 28: r-Influenced Vowels er, ear, ere, eer in Accented Syllables</p>
(iv) using knowledge of base words to decode common compound words and contractions;	<p>Letter Name: Sort 50: Contractions Syllables and Affixes: Sort 5: Contractions Sort 9: Compound Sort 10: More Compound Words Sort 11: Abstract Compound Words</p>

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<p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p>Syllables and Affixes: Sort 2: Adding -ing to Words with VC and VCC Patterns Sort 3: Adding -ing to Words with VCe and VVC Patterns Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 6: Plural Endings -es, -s Sort 8: -y + Inflected Endings</p>
<p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p>	<p>Emergent-Early Letter Name: Sort 2: Concept Sort Food and Not Food Sort 19: Letter Recognition Nn, Pp, li Sort 27: Concept Sort Food Sort 34: Letter Recognition Ll, Kk, Oo Sort 35: Letter Recognition Jj, Ww, Qq Sort 40: Letter Recognition Tt, Xx, Uu Letter Name: Sort 9: Word Families -op, -ot, -og Sort 13: s, h, and Digraph sh Sort 28: Mixed Vowel Word Families Oa-, -ip, -op, -up Sort 30: Mixed Vowel Word Families -ill, -ell, -all Sort 34: Short Vowels a, o Sort 39: Short Vowels in CVC Words e, i, o, u Sort 45: “Mysterious” n and m Within Word Pattern: Sort 17: Short a (CVC) and Long a (CVCe, Cvc-ai and Open Syllable -ay)</p>

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(C) demonstrate and apply spelling knowledge by:	
(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	<p>Syllables and Affixes:</p> <p>Sort 12: Syllable Juncture in VCV and VCCV Patterns</p> <p>Sort 13: Syllable Juncture in WCV Patterns</p> <p>Sort 14: Syllable Juncture in VCCCV and WV Patterns</p> <p>Sort 15: Open and Closed Syllables and Inflected Endings</p> <p>Sort 16: Long a Patterns in Accented Syllables</p> <p>Sort 17: Long i Patterns in Accented Syllables</p> <p>Sort 18: Long o Patterns in Accented Syllables</p> <p>Sort 19: Long u Patterns oo and u_e in Accented Syllables</p> <p>Sort 20: Short and Long e Patterns in Accented Syllables</p> <p>Sort 21: Review Long Vowel Patterns in Accented Syllables</p> <p>Sort 22: Ambiguous Vowels oy/oi and ou/ow in Accented Syllables</p> <p>Sort 23: Ambiguous Vowels au/aw/al in Accented Syllables</p> <p>Sort 24: r-Influenced a in Accented Syllables</p> <p>Sort 25: r-Influenced o in Accented Syllables</p> <p>Sort 26: Words with w or /w/ Before the Vowel</p> <p>Sort 27: r-Influenced er, ir, and ur in First syllables</p> <p>Sort 28: r-Influenced Vowels er, ear, ere, eer in Accented Syllables</p>

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(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	<p>Letter Name: Sort 40: Short a, e, i Words with Beginning Digraphs Sort 41: Short a, i Words with Beginning Blends Sort 42: Short e, o, u Words with Beginning Blends Sort 43: Short Vowel Words with Final Blends Sort 44: Short Vowel Words with Final Digraphs Sort 45: “Mysterious” n and m Sort 46: Words the End in -ng, -mp Sort 47: Words that End in -nt, -nk and -nd</p> <p>Within Word Pattern: Sort 36: Triple r-Blends scr-, str-, spr- Sort 37: Triple Blends thr-, shr-, squ-, spl- Sort 40: Word Ending -dge, -ge Sort 41: Word Endings -tch, -ch</p>
(iii) spelling words using sound-spelling patterns; and	<p>Letter Name: Sort 6: Word Family -at Sort 7: Word Families -ad, -an Sort 8: Word Families -ap, -ag Sort 9: Word Families -op, -ot, -og Sort 10: Word Families -et, eg, -en Sort 11: Word Families -ug, -ut, -un Sort 12: Word Families -ip, -ig, -ill Sort 25: Mixed Vowel Word Families -at, -ot, -it Sort 34: Short Vowels a, o Sort 35: Short Vowels i, u Sort 36: Short Vowels e, i, o, u Sort 37: Short Vowels in CVC Words a, o Sort 38: Short Vowels in CVC Words i, u Sort 40: Short a, e, i Words with Beginning Digraphs Sort 42 Short e, o, u Words with Beginning Blends</p>

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<p>(iv) spelling high-frequency words from a research-based list;</p>	<p>Emergent-Early Letter Name: Sort 2: Concept Sort Food and Not Food Sort 19: Letter Recognition Nn, Pp, li Sort 27: Concept Sort Food Sort 34: Letter Recognition Ll, Kk, Oo Sort 35: Letter Recognition Jj, Ww, Qq Sort 40: Letter Recognition Tt, Xx, Uu Letter Name: Sort 9: Word Families -op, -ot, -og Sort 13: s, h, and Digraph sh Sort 28: Mixed Vowel Word Families Oa-, -ip, -op, -up Sort 30: Mixed Vowel Word Families -ill, -ell, -all Sort 34: Short Vowels a, o Sort 39: Short Vowels in CVC Words e, i, o, u Sort 45: “Mysterious” n and m Within Word Pattern: Sort 17: Short a (CVC) and Long a (CVCe, Cvc-ai and Open Syllable -ay)</p>
<p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p>Emergent-Early Letter Name: Classroom Library, p. 3 Sort 1: Concept Sort Animal and Not an Animal Sort 7: Beginning Sounds b, m Sort 10: Letter Recognition Bb, Mm, Aa Sort 11: Letter Recognition Rr, Ss, Ee Sort 12: Concept Sort Clothing Sort 15: Beginning Sounds n, p Sort 16: Beginning Sounds t, g, n, p Sort 17: Syllable Sort Animals Sort 18: Letter Recognition Tt, Gg, Ee Sort 21: Beginning Sounds c, h Sort 22: Beginning Sounds f, d Sort 23: Beginning Sounds c, h, f, d Sort 24: Concept Sort Animals and Plants Letter Name: Classroom Library, p. 126 Within Word Pattern: Classroom Library, p. 281</p>

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<p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	<p>Letter Name: Sort 44: Short Vowel Words with Final Digraphs Sort 48: Short o and or</p> <p>Within Word Pattern: Sort 7: Short i (CVC) and Long i (CVCe) Sort 12: Short a (CVC and Long a (CVCe and CVVC-ai) Sort 13: Short o and Long o (CVCe and CVVC-oa) Sort 17: Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable -ay) Sort 18: Long o (CVCe, CVVC-0a, CVV-ow, VCC) Sort 19: Short u (CVC;) and Long u (Open Syllable ew, ue) Sort 22: Patterns and Sounds Spelled with ie and ei Sort 23: Short a and o with ar and or Sort 26: r-Influenced Vowel Patterns or,ore,oar Sort 28: r-Influenced Vowel Patterns ur, ure, ure-e Sort 30: Diphthongs oi, oy Sort 35: Silent Beginning Consonants kn-, wr-, gn- Sort 42: Long a Homoph9ones #1 Sort 44: Short and Long i Homophones Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 3: Adding -ing to Words with VCe and VVC Patterns</p>

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<p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p>Emergent-Early Letter Name: Sort 19: Letter Recognition Nn, Pp, Ii Sort 21: Beginning Sounds c, h Sort 24: Concept Sort Animals and Plants Sort 35: Letter Recognition Jj, Ww, Qq Sort 40: Letter Recognition Tt, Xx, Uu</p> <p>Letter Name: Sort 8: Word Families -ap, -ag Sort 9: Word Families -op, -ot, -og Sort 11: Word Families -ug, -ut, -un Sort 17: Consonant Digraphs sh, ch, wh, th Sort 18: Beginning Consonants and Blends s, t, st</p> <p>Within Word Pattern: Sort 3: Picture Sort for Short and Long o Sort 11: Final /k/ Sound Spelled ch, ke, k Sort 22: Patterns and Sounds Spelled with ie and ei Sort 38: Hard and Soft c and g Sort 45: Homographs</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>	<p>Within Word Pattern: Sort 7: Short i (CVC) and Long i (CVCe) Sort 12: Short a (CVC) and Long a (CVCe and CVVC-ai) Sort 13: Short o and Long o (CVCe and CVVC-oo) Sort 17: Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable -ay) Sort 19: Short u (CVC;) and Long u (Open Syllable ew, ue) Sort 23: Short a and o with ar and or Sort 26: r-Influenced Vowel Patterns ir, ire, ier Sort 28: r-Influenced Vowel Patterns ur, ure, ure-e Sort 35: Silent Beginning Consonants kn-, wr-, gn- Sort 42: Long a Homoph9ones #1 Sort 44: Short and Long i Homophones Sort 45: Homographs</p>

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<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p>Emergent-Early Letter Name: Sort 3: Concept Sort Shapes and Colors Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming Sort Pairs Sort 9: Beginning Sounds, b, m, r, s Sort 11: Letter Recognition Rr, Ss, Ee</p> <p>Letter Name: Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 5: Beginning Consonants y, z, v Sort 10: Word Families -et, -eg, -en Sort 26: Mixed Vowel Word Families --an, -in, en, -un</p> <p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 7: Short i (CVC) and Long i (CVCe) Sort 11: Final /k/ Sound Spelled ck, ke, k</p>
<p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p>	<p>Syllables and Affixes: Sort 2: Adding -ing to Words with VC and VCC Patterns Sort 3: Adding -ing to Words with VCe and VVC Patterns Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 6: Plural Endings -es, -s Sort 8: -y + Inflected Endings</p>

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<p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>Emergent-Early Letter Name: Sort 1: Concept Animal and Not an Animal Sort 2: Food and Not Food Sort 3: Concept Sort Shapes and Colors Sort 4: Rhyming Sort Color Words Sort 12: Concept Sort Clothing Sort 20: Concept Sort Fruits and Vegetables Sort 24: Concept Sort Animals and Plants Sort 27: Concept Food Sort 33: Concept Sort Cleaning Items</p> <p>Letter Name: Sort 8: Word Families –ap, –ag Sort 13: s, h, and Digraph sh Sort 41: Short a, i Words with Beginning Blends Sort 44: Short Vowel Words with Final Digraphs Sort 49: Short a and ar</p> <p>Within Word Pattern: Sort 6: Short a (CVC) and Long a (CVCe) Sort 11: Final /k/ Sound Spelled –ck, –ke, –k Sort 17: Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable-ay)</p>

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<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>Emergent-Early Letter Name: Classroom Library, p. 3 Sort 3: Concept Sort Shapes and Colors Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming Sort Pairs Sort 9: Beginning Sounds, b, m, r, s Sort 11: Letter Recognition Rr, Ss, Ee</p> <p>Letter Name: Classroom Library, p. 126 Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 5: Beginning Consonants y, z, v Sort 9: Word Families -op, -ot, -og Sort 26: Mixed Vowel Word Families --an, -in, en, -un</p> <p>Within Word Pattern: Classroom Library, p. 281 Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 5: Picture Sort for Short and Long e Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe)</p>

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<p align="center">TEKS Foundational Skills GRADE 1</p>	<p align="center">Words Their Way Classroom ©2019 Teacher’s Resource Guide</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>	<p>Emergent-Early Letter Name: Classroom Library, p. 3 Sort 3: Concept Sort Shapes and Colors Sort 5: Rhyming Sort Body Parts Sort 6: Rhyming Sort Pairs Sort 9: Beginning Sounds, b, m, r, s Sort 11: Letter Recognition Rr, Ss, Ee</p> <p>Letter Name: Classroom Library, p. 126 Sort 1: Beginning Consonants b, m, r, s Sort 2: Beginning Consonants t, g, n, p Sort 5: Beginning Consonants y, z, v Sort 9: Word Families -op, -ot, -og Sort 26: Mixed Vowel Word Families --an, -in, en, -un</p> <p>Within Word Pattern: Classroom Library, p. 281 Sort 2: Picture Sort for Short and Long i Sort 3: Picture Sort for Short and Long o Sort 5: Picture Sort for Short and Long e Sort 7: Short i (CVC) and Long i (CVCe) Sort 8: Short o (CVC) and Long o (CVCe)</p>