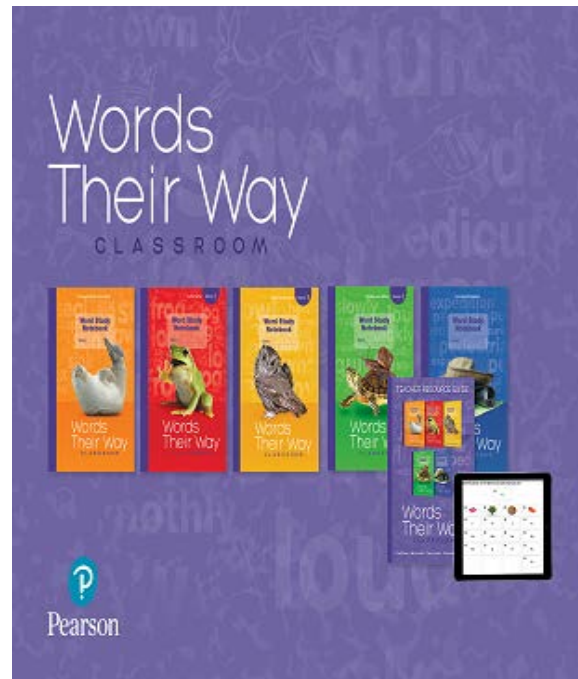


A Correlation of
Words Their Way Classroom
©2019



To the
Texas Essential Knowledge and Skills
Foundational Skills for
English Language Arts
Grade 2

**A Correlation of Words Their Way Classroom ©2019, Grade 2
To the Texas Essential Knowledge and Skills Foundational Skills for English Language Arts**

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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(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: 4

(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:..... 16

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GRADE 2	
<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 24: r-Influenced Vowel Patters ar, are, air 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 style="text-align: center;">TEKS Foundational Skills GRADE 2</p>	<p style="text-align: center;">Words Their Way Classroom ©2019 Teacher’s Resource Guide</p>
<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 that focus on 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, making appropriate contributions, and building on the ideas of others; 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</p> <p>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</p> <p>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 distinguishing between asking and telling.</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</p> <p>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</p> <p>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>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>

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(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;	<p>Within Word Pattern:</p> <p>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>
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	<p>Letter Name:</p> <p>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>
(iv) manipulating phonemes within base words;	<p>Letter Name:</p> <p>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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(B) demonstrate and apply phonetic knowledge by:	
<p>(i) decoding words with short, long, or variant vowels, trigraphs, and 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 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>
<p>(ii) decoding words with silent letters such as knife and gnat;</p>	<p>Within Word Pattern: Sort 35: Silent Beginning Consonants kn-, wr-, gn-</p> <p>Syllables and Affixes: Sort 43: Words with Silent Consonants</p>

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(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable 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 in 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) decoding compound words, contractions, and common abbreviations;	<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>
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in VCV and VVCV Patterns Sort 14: Syllable Juncture in VCCV and VV Patterns</p>

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(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and	<p>Syllables and Affixes:</p> <p>Sort 2: Adding -ing to Words with VC and VCC Patterns</p> <p>Sort 3: Adding -ing to Words with VCe and VVC Patterns</p> <p>Sort 4: Adding -ed (Double/e-Drop/No Change)</p> <p>Sort 6: Plural Endings -es, -s</p> <p>Sort 8: -y + inflected Endings</p> <p>Sort 45: Prefixes re-, un-</p> <p>Sort 46: Prefixes dis-, mis-, pre-</p> <p>Sort 47: Prefixes ex-, non-, in-, fore-</p> <p>Sort 48: Prefixes uni-, bi-, tri-, and Other Numbers</p> <p>Sort 49: Suffixes -u, -ly, -ily</p> <p>Sort 50: Comparatives -er, -est</p> <p>Sort 51: Suffixes -ness, -ful, -less</p>
(vii) identifying and reading high-frequency words from a research-based list;	<p>Emergent-Early Letter Name:</p> <p>Sort 2: Concept Sort Food and Not Food</p> <p>Sort 19: Letter Recognition Nn, Pp, li</p> <p>Sort 27: Concept Sort Food</p> <p>Sort 34: Letter Recognition Ll, Kk, Oo</p> <p>Sort 35: Letter Recognition Jj, Ww, Qq</p> <p>Sort 40: Letter Recognition Tt, Xx, Uu</p> <p>Letter Name:</p> <p>Sort 9: Word Families -op, -ot, -og</p> <p>Sort 13: s, h, and Digraph sh</p> <p>Sort 28: Mixed Vowel Word Families Oa-, -ip, -op, -up</p> <p>Sort 30: Mixed Vowel Word Families -ill, -ell, -all</p> <p>Sort 34: Short Vowels a, o</p> <p>Sort 39: Short Vowels in CVC Words e, i, o, u</p> <p>Sort 45: “Mysterious” n and m</p> <p>Within Word Pattern:</p> <p>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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p>Letter Name: Sort 48: Short o and or Sort 49: Short a and ar</p> <p>Within Word Pattern: Sort 24: r-Influenced Vowel Patterns ar, are, air Sort 31: Vowel Digraph oo Sort 43: Long a Homophones #2</p> <p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in WCV Patterns Sort 14: Syllable Juncture in VCCCV and WV 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</p>
(ii) spelling words with silent letters such as knife and gnat;	<p>Within Word Pattern: Sort 35: Silent Beginning Consonants kn-, wr-, gn-</p> <p>Syllables and Affixes: Sort 43: Words with Silent Consonants</p>
(iii) spelling compound words, contractions, and common abbreviations;	<p>Letter Name: Sort 50: Contractions</p> <p>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>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in VCV and WCV Patterns Sort 14: Syllable Juncture in VCCV and WV 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 in 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>
<p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in VCV and WCV Patterns Sort 14: Syllable Juncture in VCCV and WV Patterns</p>

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<p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</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 Sort 32: Agents and Comparatives Sort 45: Prefixes re-, un- Sort 46: Prefixes dis-, mis-, pre- Sort 47: Prefixes ex-, non-, in-, fore- Sort 48: Prefixes uni-, bi-, tri-, and Other Numbers Sort 49: Suffixes -u, -ly, -ily Sort 50: Comparatives -er, -est Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 2: Prefixes un-, in-, dis-, mis- Sort 3: Adjective Suffixes -ful, -ous, -ious Sort 4: Suffixes -ary, -ery, -ory Sort 5: Suffixes -al, -ial, -ic Sort 6: Adding -ion to Base Words, No Change Sort 7: Adding -ion and -ian (With No Spelling)</p>

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(D) alphabetize a series of words and use a dictionary or glossary to find words; and	<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>
(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	<p>Within Word Pattern: Sort 18: Long o (CVCe, CVVC-oa, CVV-ow, VCC)</p> <p>Derivational Relations Sort 4: Suffixes -ary, -ery, -ory Sort 10: Vowel Alternation: Long to Short Sort 20: Latin Word Roots scrib/script, fac, struct, vid/vis Sort 25: Adding -able and -ible (e-Drop, y to i)</p>

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<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 print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p>Within Word Pattern: Sort 28: r-Influenced Vowel Patterns ur, ure, ure-e Sort 35: Silent Beginning Consonants kn-, wr-, gn- Sort 42: Long a Homophones #1 Sort 44: Short and Long i Homophones Sort 45: Homographs Syllables and Affixes: Sort 16: Long a Patterns in Accented Syllables Sort 19: Long u Patterns oo and u_e in Accented Syllables Sort 31: Unaccented Final Syllable /ər/ Spelled –er, -ar, -or Sort 34: Unaccented Final Syllables /ən/ Spelled –en, -on, -an, -ain Sort 40: More Words with g Derivational Relations Sort 7: Adding –ion and –ian (With No Spelling Change) Sort 9: Consonant Alternation: Silent and Sounded Sort 10: Vowel Alternation: Long to Short Sort 24: Adding Suffixes –able, -ible Sort 28: Number Prefixes quadr- quint-, -ent-, oct-, cent- Sort 31: Greek and Latin Roots gen, mort, onym</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>Derivational Relations Sort 10: Vowel Alternation: Long to Short Sort 13: Latin Word Roots dic, aud Sort 20: Latin Word Roots scrib/script, fac, struct, vid/vis Sort 26: Prefix Assimilation: in-</p>

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<p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p>	<p>Syllables and Affixes: Sort 45: Prefixes re-, un- Sort 49: Suffixes -u, -ly, -ily Sort 50: Comparatives -er, -est Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 6: Adding -ion to Base Words, No Spelling Change Sort 7: Adding -ion and -ian (With No Spelling Change) Sort 8: Adding -ion (With e-Drop and Spelling Change)</p>
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>Letter Name: Sort 7: Word Families -ad, -an Sort 11: Word Families -ug, -ut, -un Sort 12: Word Families -ip, -ig, --ill Sort 18: Long o (CVCe, CVVC-ai, and Open Syllable-ay) Sort 27: Mixed Vowel Word Families -ap, -ed, -ab, -ob Sort 36: Short Vowels i, u Sort 38: Short Vowels CVC Words i, u Sort 39: Short Vowels in CVC Words e, i, o, u Sort 43: Short Vowel Words with Final Blends Sort 44: Short Vowel Words with Final Digraphs</p> <p>Within Word Pattern: Sort 23: Short a and o with ar and or Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 49: Suffixes -y, -ly, -ily</p> <p>Derivational Relations Sort 17: Adding the Suffix -ation: Vowel Alternation (With Spelling Changes) Sort 23: Adding Suffixes -ent/-ence, -ant/-ance</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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To the Texas Essential Knowledge and Skills Foundational Skills for English Language Arts**

TEKS Foundational Skills GRADE 2	Words Their Way Classroom ©2019 Teacher's Resource Guide
<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 read independently for a sustained period 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>