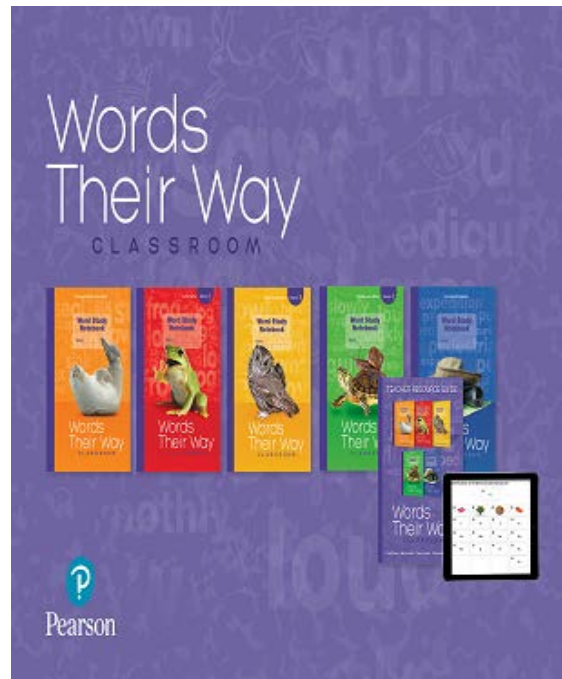


A Correlation of

Words Their Way Classroom

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To the

Texas Essential Knowledge and Skills Foundational Skills for English Language Arts Grade 3

**A Correlation of Words Their Way Classroom ©2019, Grade 3
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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 for Foundational Skills. 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:..... 16

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GRADE 3	
<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 make pertinent comments;</p>	<p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 5: Picture Sort for Short and Long e Sort 12: Short a (CVC) and Long a (CVCe and Cvc-ai) Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa Sort 24: r-Influenced Vowel Patters ar, are, air Sort 32: Ambiguous Vowels aw, au Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 5: Unusual Past-Tense Words Sort 10: More Compound Words Sort 14: Syllable Juncture in VCCCV and VV Patterns Sort 32: Agents and Comparatives Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 11: Vowel Alternation: Long to Short or /ə/ Sort 30: Greek and Latin Elements cap, ped, corp</p>

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<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</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>Syllables and Affixes: Sort 2: Adding -ing to Words with VC and VCC Patterns Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 7: Unusual Plurals Sort 19: Long u Patterns oo and u_e in Accented Syllables Sort 44: Words with gh and ph</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 2: Prefixes un-, in-, dis-, mis- Sort 10: Vowel Alternation: Long to Short Sort 11: Vowel Alternation: Long to Shor or /ə/ Sort 29: Number Prefixes quadr-, quint-, pent-, oct-, cent-</p>
<p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p>	<p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 5: Picture Sort for Short and Long e Sort 12: Short a (CVC) and Long a (CVCe and Cvc-ai) Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa Sort 24: r-Influenced Vowel Patters ar, are, air Sort 32: Ambiguous Vowels aw, au Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 5: Unusual Past-Tense Words Sort 10: More Compound Words Sort 14: Syllable Juncture in VCCCV and VV Patterns Sort 32: Agents and Comparatives Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 11: Vowel Alternation: Longto Short or /ə/ Sort 30: Greek and Latin Elements cap, ped, corp</p>

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<p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p>	<p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 5: Picture Sort for Short and Long e Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa Sort 25: r-Influenced Vowel Patterns er, ear, eer Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 5: Unusual Past-Tense Words Sort 10: More Compound Words Sort 14: Syllable Juncture in VCCCV and VV Patterns Sort 32: Agents and Comparatives Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 13: Latin Word Roots dic, aud Sort 30: Greek and Latin Elements cap, ped, corp Sort 35: Latin Roots press, pur/purg, fus, pend Sort 37: Predictable Spelling Changes ceiv/cep, tain/ten, nounce/nunc</p>

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(E) develop social communication such as conversing politely in all situations.	<p>Within Word Pattern: Sort 1: Picture Sort for Short and Long a Sort 5: Picture Sort for Short and Long e Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa Sort 25: r-Influenced Vowel Patterns er, ear, eer Sort 45: Homographs</p> <p>Syllables and Affixes: Sort 4: Adding -ed (Double/e-Drop/No Change) Sort 5: Unusual Past-Tense Words Sort 10: More Compound Words Sort 14: Syllable Juncture in VCCCV and VV Patterns Sort 32: Agents and Comparatives Sort 51: Suffixes -ness, -ful, -less</p> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 13: Latin Word Roots dic, aud Sort 30: Greek and Latin Elements cap, ped, corp Sort 35: Latin Roots press, pur/purg, fus, pend Sort 37: Predictable Spelling Changes ceiv/cep, tain/ten, nounce/nunc</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:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	<p>Syllables and Affixes: Sort 19: Long u Patterns oo and u_e in Accented Syllables Sort 20: Long and Short e 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 27: r-Influenced er, ir, ur, in First Syllables Sort 28: r-Influenced Vowels er, ear, ere, eer in Accented Syllables</p>

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(ii) 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:</p> <p>Sort 12: Syllable Juncture in VCV and VCCV Patterns</p> <p>Sort 13: Syllable Juncture in VVCV Patterns</p> <p>Sort 14: Syllable Juncture in VCCCV and VV 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>
(iii) decoding compound words, contractions, and abbreviations;	<p>Letter Name:</p> <p>Sort 50: Contractions</p> <p>Syllables and Affixes:</p> <p>Sort 5: Contractions</p> <p>Sort 9: Compound</p> <p>Sort 10: More Compound Words</p> <p>Sort 11: Abstract Compound Words</p>

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(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<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>
(v) decoding words using knowledge of prefixes;	<p>Syllables and Affixes: 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</p> <p>Derivational Relations Sort 2: Prefixes un-, in-, dis-, mis-</p>
(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<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 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 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) Sort 8: Adding -ion (With e-Drop and Spelling Change)</p>

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<p>(vii) identifying and reading 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</p> <p>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</p> <p>Within Word Pattern: Sort 45: Homographs</p>

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(B) demonstrate and apply spelling knowledge by:	
<p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<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>

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(ii) spelling homophones;	<p>Within Word Pattern: Sort 12: Short a (CVC) and Long a (CVCe and CVVC-ai) Sort 15: Short e (CVC) and Long e (CVVC) Sort 19: Short u (CVC) and Long u (Open Syllable -ew and -ue) Sort 24: r-Influenced Vowel Patterns ar, are, air Sort 25: r-Influenced Vowel Patterns er, ear, eer Sort 26: r-Influenced Vowel Patterns ir, ire, ier Sort 27: r-Influenced Vowel Patterns or, ore, oar Sort 29: Review ar, ear, or Sort 35: Silent Beginning Consonants kn-, wr-, gn- Sort 37: Triple Blends thr-, shr-, squ, spl Sort 38: Hard and Soft c and g Sort 39: Word Endings -ce, -ve, -se, -ze Sort 42: Long a Homophones #1 Sort 43: Long a Homophones #2 Sort 44: Short and Long i Homophones</p>
(iii) spelling compound words, contractions, and 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>

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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 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>
<p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<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 Sort 15: Open Closed Syllables and Inflected Endings</p>

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(vi) spelling words using knowledge of prefixes; and	<p>Syllables and Affixes: 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</p> <p>Derivational Relations Sort 2: Prefixes un-, in-, dis-, mis-</p>
(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	<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 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 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) Sort 8: Adding -ion (With e-Drop and Spelling Change)</p>

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(C) alphabetize a series of words to the third letter; 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 18: Long o (CVCe, CVVC-0a, CVV-ow, VCC) Sort 22: Patterns and Sounds Spelled with ie and ei Sort 26: r-Influenced Vowel Patterns or,ore,oar Sort 30: Diphthongs oi, oy</p> <p>Syllables and Affixes: Sort 3: Adding -ing to Words with VCe and VVC Patterns Sort 5: Unusual Past-Tense Words</p> <p>Derivational Relations Sort 5: Suffixes -al, -ial, -ic Sort 6: Adding -ion to Base Words, No Spelling Change Sort 12: Latin Word Roots spect, port Sort 16: Adding Suffixes: Vowel Alternation (With Spelling Change) Sort 38: Prefix Assimilation com-, col-, con-: ad-, ob-, sub-</p>
(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<p>Within Word Pattern: Sort 18: Long o (CVCe, CVVC-0a, 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, syllabication, and pronunciation;</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>

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<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p>	<p>Letter Name: Sort 47: Words that End in -nt, -nd, -nk Sort 49: Short a and ar</p> <p>Within Word Pattern: Sort 11: Final /k/ Sound Spelled -ck, -ke, -k Sort 17: Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable -ay) Sort 22: Patterns and Sounds Spelled with ie and ei Sort 45: Homographs</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 VCCCV and WV Patterns Sort 20: Long and Short e Patterns in Accented Syllables Sort 21: Review Long Vowel Patterns in Accented Syllables Sort 53: Homographs</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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(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	<p>Syllables and Affixes: Sort 45: Prefixes re-, un- Sort 46: Prefixes dis-, mis-, pre Sort 47: Prefixes ex-, non-, in-, for- Sort 48: Prefixes uni-, bi-, tri- and Other Numbers Sort 49: Suffixes -y, -ly, -ily Sort 50: Comparatives -er, -est Sort 51: Suffixes -ness, -ful, -less</p>
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<p>Letter Name: Sort 7: Word Families -ad, -an Sort 11: Word Families -ug, -ut, -un Sort 12: Word Families -ip, -ig, --ill Sort 15: Open and Closed Syllables and Inflected Endings 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 Within Word Pattern: Sort 23: Short a and o with ar and or Sort 45: Homographs Syllables and Affixes: Sort 38: Initial Hard and Soft c and g Sort 49: Suffixes -y, -ly, -ily 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>
<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</p> <p>Letter Name: Classroom Library, p. 126</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> <p>Syllables and Affixes: Sort 1: Review of Vowel Patterns in)ne-Syllable Words Sort 2: Adding -ing to Words with VC and VCC Patterns Sort 5: Unusual Past-Tense Words Sort 6: Plural Endings -es, -s Sort 13: Syllable Juncture in VCV and WCV Patterns</p>