

A Correlation of
Words Their Way Classroom
©2019



To the
Texas Essential Knowledge and Skills
Foundational Skills for
English Language Arts
Grade 4

**A Correlation of Words Their Way Classroom ©2019, Grade 4
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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:..... 14

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GRADE 4	
<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 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	<p>This skill is outside the scope of the Words Their Way Classroom ©2019 program.</p>

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<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</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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<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 and apply phonetic knowledge by:</p>	
<p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p>	<p>Within Word Pattern: 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-ao) Sort 14: Short u (CVC) and Long u (CVCe and CVVC) Sort 15: Short e CVC) and Long e (CVC) Sort 16: Review CVVC Patterns ai, oo, ee, ea, oa Sort 17: Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable-ay) Sort 18: Long o (CVCe, CVVC-oo, CVV-ow, VCC) Sort 19: Short u (CVC) and Long u (Open Syllable ew, ue) Sort 20: Short e (CVC and CVVC) and Long e (CVC) Sort 21: Short i (CVC) and Long i (CVCe, VCC-igh, CV Open Syllable-y) Sort 29: Review ar, ear, or Syllables and Affixes: Sort 6: Plural Endings –es, -s Sort 7: Unusual Plurals</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: 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>
(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	<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</p>
(iv) 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 Derivational Relations Sort 2: Prefixes un-, in-, dis-, mis-</p>

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<p>(v) 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>	<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>
<p>(vi) 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 17: Short a (CVC) and Long a (CVCe, Cvc-ai and Open Syllable -ay)</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 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 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>

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<p align="center">TEKS Foundational Skills GRADE 4</p>	<p align="center">Words Their Way Classroom ©2019 Teacher’s Resource Guide</p>
<p>(ii) spelling homophones;</p>	<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>

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<p>(iii) 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 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>
<p>(iv) spelling words using advanced knowledge of syllable division patterns;</p>	<p>Syllables and Affixes: Sort 12: Syllable Juncture in VCV and VCCV Patterns Sort 13: Syllable Juncture in VCV Patterns Sort 14: Syllable Juncture in VCCCV and VV Patterns</p>

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(v) 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>
(vi) 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; 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>
(C) write legibly in cursive to complete assignments.	<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, 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 relevant meaning of unfamiliar words or 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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<p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>	<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> <p>Derivational Relations Sort 1: Suffixes -ment, -less, -ness Sort 2: Prefixes un-, in-, dis-, mis Sort 12: Latin Word Roots spect, port Sort 13: Latin Word Roots dic, aud Sort 14: Greek Word Parts tele-, phon-, photo, -graph- Sort 18: Latin Word Roots gress, rupt, tract, mot Sort 19: Latin Word Roots ject, man, cred Sort 20: Latin Word Roots scrib/script, fac, struct, vic/vis Sort 38: Prefix Assimilation com-, col-, con: ad-, ob-, sub-</p>
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<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>

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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>