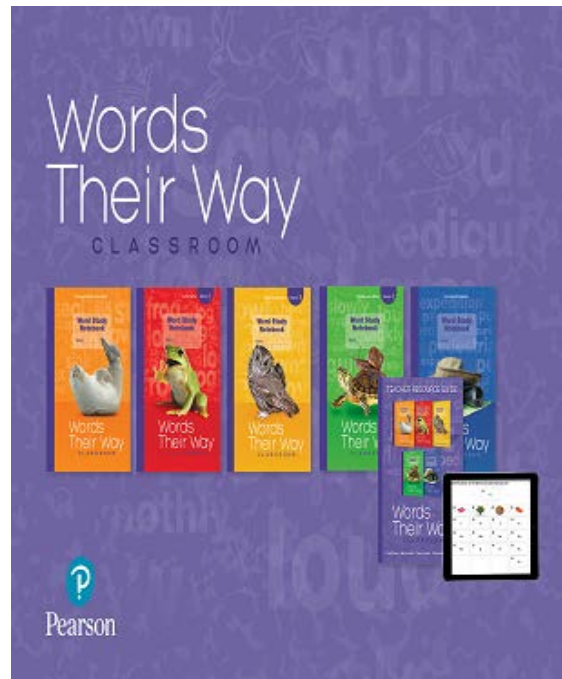


A Correlation of  
**Words Their Way Classroom**  
©2019



To the  
**Texas Essential Knowledge and Skills  
for Foundational Skills for  
English Language Arts  
Grade 5**

**A Correlation of Words Their Way Classroom ©2019, Grade 5  
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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TEKS Foundational Skills GRADE 5	Words Their Way Classroom ©2019 Teacher's Resource Guide
<b>GRADE 5</b>	
<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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>	<p><b>Within Word Pattern:</b>            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><b>Syllables and Affixes:</b>            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><b>Derivational Relations</b>            Sort 1: Suffixes -ment, -less, -ness            Sort 3: Adjective Suffixes -ful, -ous, -ious            Sort 11: Vowel Alternation: Long to Short or /ə/            Sort 30: Greek and Latin Elements cap, ped, corp</p>

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<p style="text-align: center;"><b>TEKS Foundational Skills GRADE 5</b></p>	<p style="text-align: center;"><b>Words Their Way Classroom ©2019 Teacher’s Resource Guide</b></p>
<p>(B) follow, restate, and give oral instructions that include multiple action steps;</p>	<p><b>Within Word Pattern:</b>  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><b>Syllables and Affixes:</b>  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 00 and u_e in Accented Syllables  Sort 44: Words with gh and ph</p> <p><b>Derivational Relations</b>  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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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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<b>TEKS Foundational Skills GRADE 5</b>	<b>Words Their Way Classroom ©2019 Teacher’s Resource Guide</b>
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><b>Within Word Pattern:</b>            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><b>Syllables and Affixes:</b>            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><b>Derivational Relations</b>            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>
<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 consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;</p>	<p><b>Derivational Relations</b>            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>

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<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><b>Syllables and Affixes:</b>  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>(iii) decoding words using advanced knowledge of syllable division patterns;</p>	<p><b>Syllables and Affixes:</b>  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>

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<p style="text-align: center;"><b>TEKS Foundational Skills GRADE 5</b></p>	<p style="text-align: center;"><b>Words Their Way Classroom ©2019 Teacher’s Resource Guide</b></p>
<p>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</p>	<p><b>Derivational Relations</b>  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 15: Adding Suffix –ity: Vowel Alternation (/ə/ to Short)  Sort 16: Adding Suffixes: Vowel Alternation (With Spelling Change)  Sort 17: Adding Suffix –ation: Vowel Alternation (With Spelling Change)  Sort 22: Latin Prefixes intra-, inter-, intro-, circum-  Sort 23: Adding Suffixes –ent/-ence, -ant/-ance  Sort 24: Adding Suffixes –able, -ible  Sort 25: Adding –able and ible (e-Drop, y to i)  Sort 26: Prefix Assimilation: in-  Sort 28: Number Prefixes mono-, uni-, bi-, tri-  Sort 29: L Number Prefixes quadr-, quint-, pent-, oct-, cent-  Sort 38: Prefix Assimilation com-, col-, con-; ad-, ob-, sub-</p>
<p>(v) identifying and reading high-frequency words from a research-based list;</p>	<p><b>Emergent-Early Letter Name:</b>  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  <b>Letter Name:</b>  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  <b>Within Word Pattern:</b>  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:	
(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><b>Syllables and Affixes:</b></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>
(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;	<p><b>Derivational Relations</b></p> <p>Sort 6: Adding -ion to Base Words, No Spelling Change</p> <p>Sort 7: Adding -ion and -ian (With No Spelling Change)</p> <p>Sort 8: Adding -ion (With e-Drop and Spelling Change)</p>

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(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<p><b>Syllables and Affixes:</b>  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>
(iv) spelling words using advanced knowledge of syllable division patterns;	<p><b>Syllables and Affixes:</b>  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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<b>TEKS Foundational Skills GRADE 5</b>	<b>Words Their Way Classroom ©2019 Teacher’s Resource Guide</b>
(v) spelling words using knowledge of prefixes; and	<p><b>Syllables and Affixes:</b> 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><b>Derivational Relations</b> 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><b>Syllables and Affixes:</b> 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><b>Derivational Relations</b> 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.	<p><b>Within Word Pattern:</b> Sort 18: Long o (CVCe, CVVC-oo, CVV-ow, VCC)</p> <p><b>Derivational Relations</b> 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, pronunciation, and word origin;</p>	<p><b>Within Word Pattern:</b>            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  <b>Syllables and Affixes:</b>            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  <b>Derivational Relations</b>            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><b>Letter Name:</b> Sort 47: Words that End in -nt, -nd, -nk Sort 49: Short a and ar</p> <p><b>Within Word Pattern:</b> 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><b>Syllables and Affixes:</b> 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><b>Derivational Relations:</b> 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 align="center"><b>TEKS Foundational Skills GRADE 5</b></p>	<p align="center"><b>Words Their Way Classroom ©2019 Teacher’s Resource Guide</b></p>
<p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p>	<p><b>Derivational Relations</b>  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: Greed 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 21: Latin Roots duc/duc, ver/vert, fer  Sort 22: Latin Prefixes intra-, inter-, circum-  Sort 23: Adding Suffixes –ent/-ence, -ant/-ance  Sort 25: Adding Suffixes –able, -ible  Sort 28: Number Prefixes mono-, ;uni-, bi-, tri-  Sort 34: Greek and Latin Word Roots voc, ling, mem, psych  Sort 38: Prefix Assimilation com-, col-, con-; ad-, ob-, sub-</p>

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(D) identify, use, and explain the meaning of adages and puns.	This skill is outside the scope of the Words Their Way Classroom ©2019 program.
(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><b>Emergent-Early Letter Name:</b> 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><b>Letter Name:</b> 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><b>Within Word Pattern:</b> 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>(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><b>Emergent-Early Letter Name:</b> Classroom Library, p. 3</p> <p><b>Letter Name:</b> Classroom Library, p. 126</p> <p><b>Within Word Pattern:</b> Classroom Library, p. 281</p> <p>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><b>Syllables and Affixes:</b> 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>