

**A Correlation of Words Their Way Classroom, ©2019
To the Alaska English/Language Arts Standards**

Introduction

This correlation demonstrates that the word knowledge students acquire in the new edition of ***Words Their Way Classroom, ©2019*** supports the Alaska English/Language Arts Standards. The page numbers listed in this correlation refer to pages in the *Words Their Way Teacher Resource Guide*.

Words Their Way is a developmentally based approach to help teach phonics, spelling, and vocabulary development. *Words Their Way Classroom* carefully aligns instruction with these five levels: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. Developmental stages represented by the workbooks reflect students' spelling behavior as they move from one level of work knowledge to the next.

This new edition includes complete digital functionality on our Realize online learning platform as well as full color, consumable workbooks. The word study routine is easy to implement and fits within almost all ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Reading Standards for Literature	
Grade 3	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
2. Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).	TRG: 14, 16, 17, 20, 67, 86, 87, 95, 109, 143, 162, 170, 449-450, 500
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
6. Distinguish their own point of view from that of the narrator or those of the characters.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Integration of Knowledge and Ideas	
7. Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	TRG: 5, 23, 83, 84, 117, 120
8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.

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Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
2. Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
5. Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
6. Determine author’s purpose; distinguish own point of view from that of the author of a text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.

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8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
9. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Range of Reading and Level of Complexity	
10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Identify and know the meaning of the most common prefixes and derivational suffixes;	TRG: 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 630-632, 633-635, 636-638, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 699-701
b. Decode words with common Latin suffixes;	TRG: 621-623, 624-626, 639-641, 642-644, 648-650, 651-653, 675-677, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695
c. Decode multisyllable words;	TRG: 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 484-487, 488-490, 491-493, 494-496, 500-502, 503-505
d. Read grade-appropriate irregularly spelled words.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	
a. Read on-level text with purpose and understanding;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Writing Standards K-5	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can);	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
b. Provide reasons that support the opinion;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example); d. Provide a concluding statement or section that reinforces or restates the opinion.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly;	
a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
b. Develop the topic with facts, definitions, details, and explanations that support the focus;	For opportunities to address the standard please see: TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information;	For opportunities to address the standard please see: TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
d. Provide a concluding statement or section that paraphrases the focus of the text.	For opportunities to address the standard please see: TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683

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3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology);	
a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally;	TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems;	For opportunities to address the standard please see: TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
c. Use transitional words and phrases to signal event sequences (e.g., later, soon after);	For opportunities to address the standard please see: TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).	For opportunities to address the standard please see: TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	For opportunities to address the standard please see: TRG: 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.

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6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	TRG: Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TRG: School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TRG: 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly;	
a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.

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b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others;	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
d. Explain their own ideas and understanding in light of the discussion.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group. <i>Read the Little Book</i> feature involves student participation in discussing details/information of the text read aloud by the teacher.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.

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Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share descriptions, stories, and experiences with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
5. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share their media with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Throughout <i>Words Their Way—Classroom</i> , students make sentences and share with the teacher, peers and family members. For example: 28, 46, 67, 76, 155, 185, 218, 260, 279, 294, 309, 330, 354, 369, 378, 393, 402, 424, 439, 445, 463, 472, 481, 517, 520, 529, 559, 565, 574, 583, 593, 599, 617, 626, 635, 641, 644, 647, 674, 692, 701
Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	
a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English;	For opportunities to address this standard please see: TRG: 340, 359, 437-439, 440-442, 443-445, 488, 502, 523, 589, 602, 677
b. Form and use regular and irregular plural nouns;	TRG: 437-439, 440-442, 443-445
c. Use abstract nouns (e.g., childhood);	TRG: 452-454
d. Form and use regular and irregular verbs.	TRG: 340, 433, 434-436, 466, 538, 544, 677
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;	TRG: 392, 432-433, 434-436, 466, 544
f. Ensure subject-verb and pronoun-antecedent agreement.*;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;	TRG: 569-571

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h. Use coordinating and subordinating conjunctions;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
i. Produce simple, compound, and complex sentences.	TRG: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Capitalize appropriate words in titles;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
b. Use commas in addresses;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
c. Use commas and quotation marks in dialogue;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
d. Form and use possessives;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);	TRG: 566-568, 572-574, 588-590, 594-596, 597-599, 600-602, 630-632, 633-635, 636-638, 654-656, 657-659, 660-662
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words;	TRG: 328-330, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 422-424, 425-427, 428-430, 581-583
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	TRG: 328-330, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 422-424, 425-427, 428-430, 581-583

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Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	
a. Choose words and phrases for effect.*;	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
b. Recognize and observe differences between the conventions of spoken and written standard English.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies;	
a. Use a sentence-level context as a clue to the meaning of a word or phrase;	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat);	TRG: 554-556, 557-559, 560-562, 563-565, 591-593, 651-653, 663-665, 669-671, 672-674, 699-701
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion);	TRG: 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TRG: 303, 318, 333, 348, 360, 366, 387, 408, 414, 417, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 583, 593, 614, 629, 638, 653, 654, 658, 671, 680, 683, 689, 698, 701
5. Demonstrate understanding of word relationships and nuances in word meanings;	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps);	When working with multiple meaning words, students can meet this objective. TRG: 26, 29, 41, 44, 101, 129, 135, 138, 171, 177, 195, 201, 216, 219, 226, 228, 234, 265, 267, 298, 313, 346, 348, 415, 482, 485, 497, 514, 569, 578
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful);	TRG: Teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.

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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).	TRG: 215, 402
6. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	TRG: Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Also, students work with Additional Words during the Apply and Assess step as well as during <i>Writing Sort</i> , <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i> . Refer to the following examples: 5, 11, 26, 33, 45, 69, 71, 95, 96, 122, 138, 149, 159, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.

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