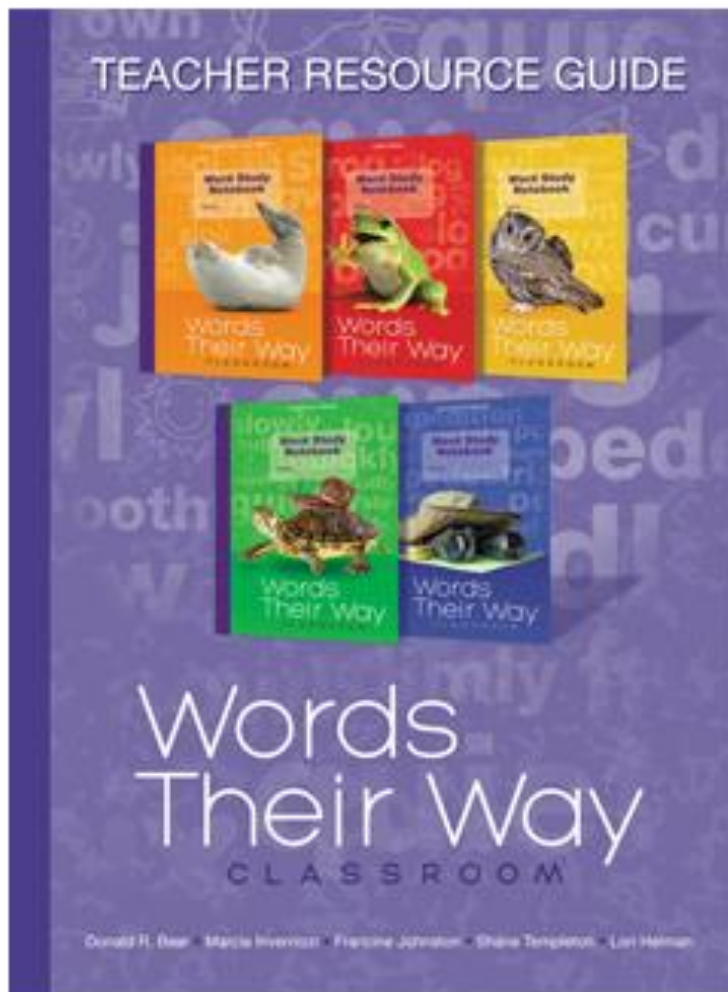


A Correlation of



To the

Alaska English/Language Arts Standards Grade 4

**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 word 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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**A Correlation of Words Their Way Classroom, ©2019
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Alaska English/Language Arts Standards	Words Their Way ©2019
Reading Standards for Literature	
Grade 4	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	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 a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.	<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 in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	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, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).	TRG: 14, 16, 17, 20, 67, 86, 87, 95, 109, 143, 162, 170, 449-450, 500
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about 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.
6. Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	<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. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the 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.
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	<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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Alaska English/Language Arts Standards	Words Their Way ©2019
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 4 (from upper grade 3 to grade 5), 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. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	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 explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	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. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the 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.
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part 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.
6. Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<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. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<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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Alaska English/Language Arts Standards	Words Their Way ©2019
8. Explain how an author uses reasons and evidence to support particular points in 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.
9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	<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 4 (from upper grade 3 to grade 5), 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. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TRG: The five developmental stages of word study in <i>Words Their Way</i> : Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations prepare students to meet this learning standard. 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. Also, each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development and aids students with decoding words. Also, students work with Additional Words and Additional Words Activity during the Apply and Assess step. Refer to the following examples: 11, 69, 149, 201, 261, 305, 313, 351, 403, 467, 513, 554, 604, 627, 642.
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 and information (e.g., The character ____ was brave because she ____);	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;	<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 are supported by facts and details;	<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., for instance, in order to, in addition);	<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. Provide a concluding statement or section that reinforces or restates the opinion presented.	<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, concrete details, quotations, or other information/explanations and examples that support the focus;	For opportunities to address this 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. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because);	For opportunities to address this 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. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	For opportunities to address this 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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Alaska English/Language Arts Standards	Words Their Way ©2019
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. Orient the reader by establishing a context or situation and introducing 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 motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;	For opportunities to address this 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 a variety of transitional words and phrases to develop the sequence of events;	For opportunities to address this 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. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events.	For opportunities to address this 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. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	For opportunities to address this 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 4.)	<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 some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<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 through investigation of different aspects of 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 relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	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. Draw evidence from literary or informational texts to support analysis, reflection, and research;	
a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”);	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.
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).	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.
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

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Alaska English/Language Arts Standards	Words Their Way ©2019
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 4 topics and texts, building on others' ideas and expressing their own clearly;	
a. 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.
b. Follow agreed-upon rules for discussions and carry out assigned roles;	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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link 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. Review the key ideas expressed and 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. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<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. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	<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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Alaska English/Language Arts Standards	Words Their Way ©2019
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak 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. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.	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. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	<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.
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, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) 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 the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;	<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 modal auxiliaries (e.g., can, may, must) to convey various conditions;	<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. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);	<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. Form and use prepositional phrases;	<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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f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*;	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
g. Correctly use frequently confused words (e.g., to, too, two, there, their)*.	TRG: 279, 321, 339, 348, 354, 358, 385, 387, 397, 406-408, 409-411, 412-414, 422, 675
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;	
a. Use correct capitalization;	TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 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
b. Use commas and quotation marks to mark direct speech and quotations from 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.
c. Use a comma before a coordinating conjunction in a compound sentence;	<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. Spell grade-appropriate words correctly, consulting references as needed.	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
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	
a. Choose words and phrases to convey ideas precisely*;	<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. Choose punctuation 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.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TRG: 488

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Alaska English/Language Arts Standards	Words Their Way ©2019
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies;	
a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);	TRG: 621-623, 624-626, 627-629, 639-641, 642-644, 648-650, 651-653, 669-671, 672-674, 675-677, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and 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 figurative language, word relationships, and nuances in word meanings;	
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;	<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 explain the meaning of common idioms, adages, and proverbs;	TRG: 464, 533, 575
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TRG: 180, 240, 258, 491, 515, 516, 554, 557, 566, 574, 590, 614, 638, 656, 668, 701
6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	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, 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.