

A Correlation of



To the

Alaska English/Language Arts Standards Kindergarten

**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.

**A Correlation of Words Their Way Classroom, ©2019
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Alaska English/Language Arts Standards	Words Their Way Classroom ©2019
Reading Standards for Literature	
Kindergarten	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about a literary text using key details 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. With prompting and support, retell familiar stories, using key 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.
3. With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	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. Ask and answer questions about unknown words in a text.	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.
5. Identify common types of texts (e.g., picture books, stories, poems, songs).	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this skill, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.	TRG: 5, 23, 83, 84, 117, 120
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<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. Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.	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. With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details 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. With prompting and support, identify the main topic and retell key details of 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.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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.
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words 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.
5. Identify the front cover, back cover, and title page of a book.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
6. Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	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.
8. With prompting and support, identify the opinions an author states 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.

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9. With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	TRG: 181
Range of Reading and Level of Complexity	
10. Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	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	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print;	
a. Follow words from left to right, top to bottom, and page-by-page;	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
b. Recognize that spoken words are represented in written language by specific sequences of letters;	TRG: 20, 28, 129-131, 132-134, 135-137, 138-140, 141-143
c. Understand that words are separated by spaces in print;	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this skill, e.g., 32, 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
d. Recognize and name all upper- and lowercase letters of the alphabet.	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes);	
a. Recognize and produce rhyming words;	TRG: 14-16, 17-19, 20-22, 95-97, 110-112, 162-164
b. Count, pronounce, blend, and segment syllables in spoken words;	TRG: 53, 54, 55
c. Blend and segment onsets and rimes of single-syllable spoken words;	TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.);	TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345

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e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	For opportunities to address this standard please see: TRG: 237-239, 240-242, 243-245, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant;	TRG: 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 113-115, 116-118
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels;	TRG: 228-230, 231-233, 234-236, 283-285, 286-288, 289-291, 292-294, 295-297
c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does);	<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. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TRG: 279, 321, 339, 348, 354, 358, 385, 387, 397, 406-408, 409-411, 412-414, 422, 675
Fluency	
4. Read emergent-reader texts 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
Writing Standards K-5	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).	<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. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
3. Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.	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

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Production and Distribution Writing	
4. (Begins in grade 3.)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<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. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<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. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).	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. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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. (Begins in grade 3)	
Speaking and Listening Standards K-5	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking 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.
b. Continue a conversation through multiple exchanges.	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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2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	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 and answering questions) with a partner before sharing with the group.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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 and answering questions) with a partner before sharing with the group.
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share descriptions with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
5. Add drawings or other visual displays to descriptions as desired to provide additional 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 audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.	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. Print many upper- and lowercase letters;	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
b. Use frequently occurring nouns and verbs;	340, 359, 523, 589, 677
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);	437-439, 440-442, 443-445

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d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);	<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 the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with);	<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.
f. Produce and expand complete sentences in shared language activities.	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 the first word in a sentence, the first letter of the student’s name, and the pronoun I;	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. Recognize and name end punctuation;	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
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes);	TRG: 23-25, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 113-115, 116-118, 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245, 242-248, 249-251, 252-254, 255-257, 258-260
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TRG: 23-25, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 113-115, 116-118, 129-131, 132-134, 135-137, 138-140, 141-143

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Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck);	When working with multiple meaning words, students can meet this standard. 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. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;	TRG: 425-427, 428-430, 431-433, 437-439, 443-445
5. With guidance and support from adults, explore word relationships and nuances in word meanings	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;	TRG: 5-7, 8-10, 11-13, 14-16, 38-40, 62-73, 83-85, 101-103
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms);	TRG: 515, 516, 554, 557, 566, 574, 614, 638, 656, 668, 701
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful);	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.
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TRG: 215, 402
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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.

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