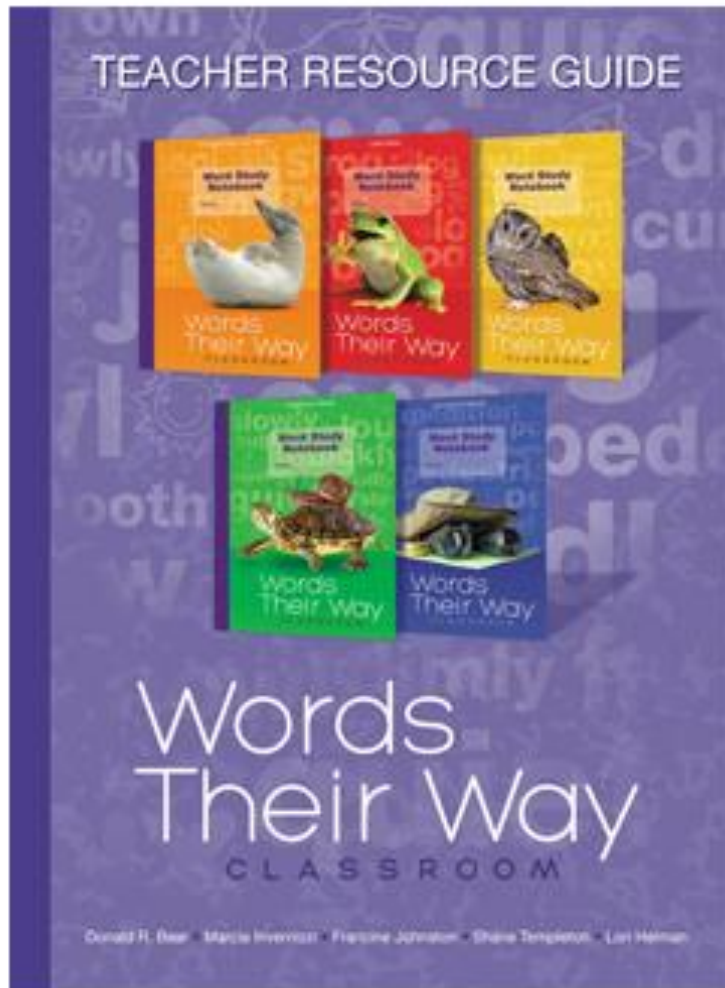


**A Correlation of**



**Grade 1, ©2019**

**To the**

**Arkansas  
English Language Arts Standards  
Grade 1**

## A Correlation of Words Their Way, Grade 1, ©2019 to the Arkansas 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 Arkansas English Language Arts Standards. The page numbers listed in this correlation refer to pages in the *Words Their Way Teacher's 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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Arkansas English Language Arts Standards Grade 1	Words Their Way Grade 1, ©2019
<b>R.1 Reading</b>	
<b>RL.1 Reading Standards for Literature</b>	
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	<b>TRG:</b> Students can 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.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>TRG:</b> Students can 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.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	<b>TRG:</b> Students can 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	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” [Lobel, Arnold. “Owl and the Moon.” Owl at Home. HarperCollins, 1975]).	<b>TRG:</b> Students can 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.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>TRG:</b> Students can 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.
RL.1.6 Identify who is telling the story at various points in a text.	<b>TRG:</b> Students can 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.
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<b>TRG:</b> Students can use the <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.
RL.1.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<b>TRG:</b> Students can use the <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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Arkansas English Language Arts Standards Grade 1	Words Their Way Grade 1, ©2019
Range of Reading and Level of Text Complexity	
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	<b>TRG:</b> Students can 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>RI.1 Reading Standards for Informational Text</b>	
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	<b>TRG:</b> Students can meet this standard with the <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.
RI.1.2 Identify the main topic and retell key details of a text.	<b>TRG:</b> Students can meet this standard with the <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.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>TRG:</b> Students can meet this standard with the <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.
Craft and Structure	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>TRG:</b> Students can meet this standard with the <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.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>TRG:</b> Students can meet this standard with the <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.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>TRG:</b> Students can meet this standard with the <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.
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<b>TRG:</b> Students can meet this standard with the <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.
RI.1.8 Identify the reasons an author gives to support points in a text.	<b>TRG:</b> Students can meet this standard with the <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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<b>Arkansas English Language Arts Standards Grade 1</b>	<b>Words Their Way Grade 1, ©2019</b>
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>TRG:</b> Students can meet this standard with the <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 Reading and Level of Text Complexity	
RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.	<b>TRG:</b> Students can meet this standard with the <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.
<b>RF.1 Reading Standards for Foundational Skills</b>	
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print.	
RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>TRG:</b> Students can 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.
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2.A Distinguish long from short vowels in spoken one-syllable words.	<b>TRG:</b> 129-131, 132-134, 135-137, 138-140, 141-143, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257, 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 455-457, 458-460, 461-463, 464-466, 479-481
RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<b>TRG:</b> 129-131, 132-134, 135-137, 138-140, 141-143, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257, 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 455-457, 458-460, 461-463, 464-466, 479-481
RF.1.2.C Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	<b>TRG:</b> 129-131, 132-134, 135-137, 138-140, 141-143, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257, 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 455-457, 458-460, 461-463, 464-466, 479-481
RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<b>TRG:</b> 129-131, 132-134, 135-137, 138-140, 141-143, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257, 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 455-457, 458-460, 461-463, 464-466, 479-481

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RF.1.2.E Delete a syllable from a word (e.g., say 'remember,' now say it without the 're').	<b>TRG: 554-556, 557-559, 560-562, 563-565, 591-593</b>
RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	<b>TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212</b>
RF.1.2.G Delete individual initial, and final, sounds (phonemes) in simple, spoken words (e.g., say 'nice' without the /n/, say 'lamp' without the /p/).	<b>TRG: 554-556, 557-559, 560-562, 563-565, 591-593</b>
<b>Phonics and Word Recognition</b>	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3.A Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).	<p><b>TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</b></p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>
RF.1.3.B Know the letter/sound correspondences: silent e (e.g., a-e, e-e, i-e, o-e, u-e), vowel teams, vowel digraph (e.g., ee, oo, ai, ay, ea).	<p><b>TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</b></p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>

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RF.1.3.C Recognize and read grade-appropriate irregularly-spelled words.	<p><b>TRG:</b> 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>
RF.1.3.D Read words with inflectional endings.	<p><b>TRG:</b> 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>
RF.1.3.E Decode regularly spelled one-syllable words that follow syllable types: closed syllable, open syllable, vowel-consonant-e, vowel teams, consonant-le, r-controlled vowel.	<p><b>TRG:</b> 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>



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RF.1.3.F Decode two-syllable words following basic patterns by breaking the words into syllables: compound words (e.g., cup/cake, cow/boy), consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle), VC/CV (e.g., nap/kin, hap/py, stam/pede), V/CV (e.g., bo/nus).	<p><b>TRG:</b> 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 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</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>
<b>Fluency</b>	
RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.	
RF.1.4.A Read grade-level text with purpose and understanding.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400
RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400
<b>W.1 Writing</b>	
<b>Text Types and Purposes</b>	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<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.
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
W.1.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<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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W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>TRG:</b> For supporting content please see: 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>Production and Distribution of Writing</b>	
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>TRG:</b> For supporting content please see: 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
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<b>TRG:</b> For supporting content please see: 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>Research to Build and Present Knowledge</b>	
W.1.7 Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).	<b>TRG:</b> 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
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>TRG:</b> 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.
<b>Range of Writing</b>	
W.1.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<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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<b>SL.1 Speaking and Listening</b>	
Comprehension and Collaboration	
SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	
SL.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>TRG:</b> 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.
SL.1.B Continue conversations by responding to the comments of others through multiple exchanges.	<b>TRG:</b> 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.
SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	<b>TRG:</b> 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.
SL.1.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	<b>TRG:</b> Students can 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.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>TRG:</b> Through teacher support, students learn how to talk about the sorts. Teachers model using open-ended questions to promote critical thinking, such as <i>What do you notice about these words? What might make these words hard to spell? What did you learn from this sort?</i> In turn, students ask and answer questions throughout <i>Words Their Way</i> . Examples include 115, 197, 209, 224, 236, 239, 257, 266, 381, 402, 414.

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Arkansas English Language Arts Standards Grade 1	Words Their Way Grade 1, ©2019
<b>Presentation of Knowledge and Ideas</b>	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>TRG:</b> 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
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<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.
SL.1.6 Produce complete sentences when appropriate to task and situations.	<b>TRG:</b> 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>L.1 Language</b>	
<b>Conventions of Standard English</b>	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 1 when writing or speaking.	
L.1.1.B Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.1.C Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home.). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701

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L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.1.E Use adjectives. Use determiners, noun markers, to add specificity (e.g., a book, the book).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.1.F Use conjunctions (e.g., and, but, or, so).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.1.G Use prepositions (e.g., during, beyond, toward).	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701

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L.1.1.H Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Use appropriate spacing to separate words in a sentence.	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.1.K Print all upper- and lowercase letters with proper letter formation.	<b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.	
L.1.2.A Capitalize the first word in sentences, the pronoun I, dates, and names of people.	<b>TRG:</b> 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
L.1.2.B Use end punctuation for sentences.	<b>TRG:</b> 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
L.1.2.C Use commas in dates and to separate single words in a series.	<b>TRG:</b> 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

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L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.	<b>TRG:</b> 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
Knowledge of Language	
Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TRG:</b> 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 313, 346, 348, 415, 446-448, 449-451, 452-454, 482, 497, 514, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 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
L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	<b>TRG:</b> 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 313, 346, 348, 415, 446-448, 449-451, 452-454, 482, 497, 514, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 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
L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>TRG:</b> 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 313, 346, 348, 415, 446-448, 449-451, 452-454, 482, 497, 514, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 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
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 215, 464, 517, 533, 575, 680, 686, 698
L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 215, 464, 517, 533, 575, 680, 686, 698

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L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 215, 464, 517, 533, 575, 680, 686, 698
L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 215, 464, 517, 533, 575, 680, 686, 698
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>TRG:</b> 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. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159