

A Correlation of Words Their Way, Grade 2, ©2020 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 and ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

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| R.2 Reading | |
| RL.2 Reading Standards for Literature | |
| Key Ideas and Details | |
| RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | TRG: 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. |
| RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | TRG: 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. |
| RL.2.3 Describe how characters in a story respond to major events and challenges. | TRG: 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. |
| Craft and Structure | |
| RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | TRG: 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. |
| RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | TRG: 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. |
| RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud. | TRG: 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. |
| Integration of Knowledge and Ideas | |
| RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | TRG: Students can use the <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409. |
| RL.2.8 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.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | TRG: Students can use the <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409. |

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| Range of Reading and Level of Text Complexity | |
| RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TRG: 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. |
| RI.2 Reading Standards for Informational Text | |
| Key Ideas and Details | |
| RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | TRG: 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.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | TRG: 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.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | TRG: 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.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. | TRG: 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.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | TRG: 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.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | TRG: 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.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | TRG: 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.2.8 Describe how an author uses reasons to support particular points in a text. | TRG: 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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| RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. | TRG: 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.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | TRG: 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 |
| RF.2 Reading Standards for Foundational Skills | |
| Print Concepts | |
| RF.2.1 This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print. | |
| RF.2.1.A Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. | For supporting content please see: TRG: 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. |
| RF.2.1.B This standard is taught in kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning. | TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 129-131, 132-134, 135-137, 138-140, 141-143, 180-182 Also, teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach these print awareness standards, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400 |
| RF.2.1.C This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print. | TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 129-131, 132-134, 135-137, 138-140, 141-143, 180-182 Also, teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach these print awareness standards, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400 |
| RF.2.1.D This standard is taught in Kindergarten and should be reinforced as needed. 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, 129-131, 132-134, 135-137, 138-140, 141-143, 180-182 Also, teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach these print awareness standards, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400 |

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| Phonological Awareness | |
| RF.2.2 This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| RF.2.2.A Distinguish vowels (long, short, variant) in spoken one-syllable words. | TRG: 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.2.2.B Delete phonemes in the initial, medial, and final positions of spoken words including blends. | TRG: 554-556, 557-559, 560-562, 563-565, 566-568, 588-590, 591-593 |
| RF.2.2.C This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words. | TRG: 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.2.2.D This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes). | TRG: 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.2.2.E This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”). | TRG: 554-556, 557-559, 560-562, 563-565, 591-593 |
| RF.2.2.F This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words. | TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212 |
| RF.2.2.G This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say nice without the /n/, say lamp without the /p/). | TRG: 554-556, 557-559, 560-562, 563-565, 591-593 |

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| Phonics and Word Recognition | |
| RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |
| RF.2.3.A Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant). | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |
| RF.2.3.B Know the letter/sound correspondences, including distinguishing long and short vowel sounds: <ul style="list-style-type: none"> • diphthongs (e.g., oi, oy, ou, ow), • r-controlled vowels (e.g., er, ir, ur, ar, or), • additional common vowel teams (e.g., ei, ie, igh), • regularly-spelled one-syllable words. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |

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| RF.2.3.C Recognize and read grade-appropriate irregularly-spelled words. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |
| RF.2.3.D Decode words with common prefixes and suffixes. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |
| <p>RF.2.3.E Decode words that follow the six syllable types:</p> <ul style="list-style-type: none"> • closed syllable, • open syllable, • vowel-consonant-e, • vowel teams, • r-controlled vowel, • consonant-le. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |

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| RF.2.3.F Decode regularly spelled two-syllable words with long vowels. | <p>TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 370-372, 373-375, 382-384, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 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</p> <p>Also, 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.</p> |
| Fluency | |
| RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. | TRG: 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 |
| RF.2.4.A Read grade-level text with purpose and understanding. | TRG: 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 |
| RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | TRG: 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 |
| RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary. | TRG: 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 |
| W.2 Writing | |
| Text Types and Purposes | |
| W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | <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.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | TRG: 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 |

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| W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | TRG: 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.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | TRG: 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 |
| Production and Distribution of Writing | |
| W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | TRG: 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.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some 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 | |
| W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations). | 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 |
| W.2.8 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. |
| Range of Writing | |
| W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | TRG: For opportunities to address this standard 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. |

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| SL.2 Speaking and Listening | |
| Comprehension and Collaboration | |
| SL.2.1 Participate in collaborative conversations/discussions with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. | 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. |
| SL.2.1.A 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. |
| SL.2.1.B Build on others' talk in conversations by linking 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. |
| SL.2.1.C Ask for clarification and further explanation as needed 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. |
| SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media. | TRG: 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.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | TRG: 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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| Presentation of Knowledge and Ideas | |
| SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 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. |
| SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences 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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | 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 |
| L.2 Language | |
| Conventions of Standard English | |
| L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking. | TRG: 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.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group). | TRG: 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.2.1.C Form and use regular and irregular verbs. | TRG: 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.2.1.D Use reflexive pronouns (e.g., myself, ourselves). | TRG: 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.2.1.E Use adjectives and adverbs and choose between them depending on what is modified. Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those). | TRG: 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.2.1.F Use conjunctions to form compound subjects and predicates. | TRG: For supporting content please see: TRG: 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.2.1.G Use prepositions correctly. | TRG: 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.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon; in the afternoon, the little boy watched the movie.). | TRG: 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.2.1.K Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters. | For supporting content please see: TRG: 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 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 |
| L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing. | TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701 |

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| L.2.2.A Capitalize holidays, product names, and geographic names. | TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701 |
| L.2.2.B Use an apostrophe to form contractions and frequently occurring possessives. | TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701 |
| L.2.2.C Use commas in greetings and closings of letters. | TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701 |
| L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). Consult reference materials, including beginning dictionaries as needed to check and correct spellings. Reference spelling patterns chart to clarify types of spelling patterns. | TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701 |
| Knowledge of Language | |
| L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening. | 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. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159 |

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| Vocabulary Acquisition and Use | |
| L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. | TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 446-448, 449-451, 452-454, 468, 469, 472, 475, 478, 482, 487, 497, 505, 514, 526, 541, 547, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 580, 583, 588-590, 591-593, 594-596, 597-599, 600-602, 614, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701 |
| L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase. | TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 446-448, 449-451, 452-454, 468, 469, 472, 475, 478, 482, 487, 497, 505, 514, 526, 541, 547, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 580, 583, 588-590, 591-593, 594-596, 597-599, 600-602, 614, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701 |
| L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 446-448, 449-451, 452-454, 468, 469, 472, 475, 478, 482, 487, 497, 505, 514, 526, 541, 547, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 580, 583, 588-590, 591-593, 594-596, 597-599, 600-602, 614, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701 |

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| L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 446-448, 449-451, 452-454, 468, 469, 472, 475, 478, 482, 487, 497, 505, 514, 526, 541, 547, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 580, 583, 588-590, 591-593, 594-596, 597-599, 600-602, 614, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701 |
| L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 446-448, 449-451, 452-454, 468, 469, 472, 475, 478, 482, 487, 497, 505, 514, 526, 541, 547, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 580, 583, 588-590, 591-593, 594-596, 597-599, 600-602, 614, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701 |
| L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. | TRG: 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.2.5.A Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic. | TRG: 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.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | TRG: 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.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | TRG: 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.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | 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. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159 |