



## A Correlation of Words Their Way, Grade 3, ©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 word knowledge to the next.

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

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Arkansas English Language Arts Standards Grade 3	Words Their Way Grade 3, ©2020
<b>Reading Standards for Literature</b>	
<b>Grade 3</b>	
<b>Key Ideas and Details</b>	
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<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>RL.3.2</b> <i>Recount</i> stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<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>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events	<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>Craft and Structure</b>	
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<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>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<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>RL.3.6</b> Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, also distinguish the difference between first- and third-person <i>point-of-view</i> narrations.	<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>Integration of Knowledge and Ideas</b>	
<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>TRG:</b> 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.
<b>RL.3.8</b> Not applicable to literature.	
<b>RL.3.9</b> Compare and contrast the <i>themes</i> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>TRG:</b> 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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<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.	<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>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<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>RI.3.2</b> Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.	<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>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<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>Craft and Structure</b>	
<b>RI.3.4</b> Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words and phrases in a text relevant to a Grade 3 topic or subject area.	<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>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<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>RI.3.6</b> Distinguish their own <i>perspective</i> from that of the author 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.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<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>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<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>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<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>Range of Reading and Level of Text Complexity</b>	
<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.	<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>Reading Standards: Foundational Skills</b>	
<b>Key Ideas and Details</b>	
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.3.3.A</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>TRG:</b> 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, 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 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  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.
<b>RF.3.3.B</b> Decode words with common Latin suffixes.	<b>TRG:</b> 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, 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 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  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.

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<b>RF.3.3.C</b> Decode multi-syllable words.	<p><b>TRG:</b> 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, 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 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</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>
<b>RF.3.3.D</b> Read <i>grade-appropriate</i> irregularly spelled words.	<p><b>TRG:</b> 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, 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 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</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>
<b>Craft and Structure</b>	
<b>RF.3.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
<b>RF.3.4.A</b> Read grade-level text with purpose and understanding.	<p><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.</p>
<b>RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><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.</p>
<b>RF.3.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><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.</p>

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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>W.3.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons.	
<b>W.3.1.A</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.3.1.B</b> Provide reasons that support an opinion.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.3.1.C</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.3.1.D Begins in Grade 6.	
<b>W.3.1.E</b> 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.
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<b>W.3.2.A</b> Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	<b>TRG:</b> 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
<b>W.3.2.B</b> Develop the topic with facts, definitions, and details.	<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
<b>W.3.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<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.3.2.D Begins in Grade 4.	
W.3.2.E Begins in Grade 6.	
<b>W.3.2.F</b> Provide a concluding statement or section.	<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
<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.3.3.A</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TRG:</b> 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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<b>W.3.3.B</b> Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<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>W.3.3.C</b> Use <i>temporal</i> words and phrases to signal event order.	<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.3.3.D Begins in Grade 4.	
<b>W.3.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<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>	
<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689
<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<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>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>Research to Build and Present Knowledge</b>	
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<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.

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<p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources.</p> <ul style="list-style-type: none"> <li>● Take brief notes on sources.</li> <li>● Sort evidence into provided categories.</li> </ul>	<p><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.</p>
W.3.9 Begins in Grade 4.	
W.3.9.A Begins in Grade 4.	
W.3.9.B Begins in Grade 4.	
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>W.3.10</b> Write routinely over extended time frames, (time for, research, reflection ) 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.</p>	<p><b>TRG:</b> 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689</p>
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p><b>SL.3.1</b> Engage effectively in a range of <i>collaborative discussions</i> ● one-on-one ● in groups ● teacher-led diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	
<p><b>SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><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.</p>
<p><b>SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><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.</p>
<p><b>SL.3.1.C</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>	<p><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.</p>

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<b>SL.3.1.D</b> Explain their own ideas and understanding in light of the 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.
<b>SL.3.2</b> Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<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>Presentation of Knowledge and Ideas</b>	
<b>SL.3.3</b> Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.	<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.
<b>SL.3.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<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>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or 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.
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<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

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Arkansas English Language Arts Standards Grade 3	Words Their Way Grade 3, ©2020
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.3.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.	
<b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	<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
<b>L.3.1.B</b> Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).	<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
<b>L.3.1.C</b> Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.	<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
<b>L.3.1.D</b> Ensure subject-verb and pronoun-antecedent agreement.	<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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<b>L.3.1.E</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<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
<b>L.3.1.F</b> Use coordinating conjunctions appropriately.	For supporting content please see: <b>TRG:</b> 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
<b>L.3.1.G</b> Explain the function of prepositions.	For supporting content please see: <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
<b>L.3.1.H</b> Demonstrate command of simple sentences and produce compound sentences.	<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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Arkansas English Language Arts Standards Grade 3	Words Their Way Grade 3, ©2020
L.3.1.I Begins in Grade 4.	
<b>L.3.1.K</b> Form all upper- and lowercase letters to write words legibly in cursive.	<p>For opportunities to address this standard please see:</p> <p><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</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>L.3.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	
<b>L.3.2.A</b> Capitalize appropriate words in titles.	<b>TRG:</b> 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
<b>L.3.2.B</b> Form and use possessives with and without apostrophes, as appropriate (e.g., girl's, boy's, her, his, their, its, students').	<b>TRG:</b> 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
<b>L.3.2.C</b> Use commas according to the conventions of <i>standard English</i> . ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue.	<b>TRG:</b> 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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<b>Arkansas English Language Arts Standards Grade 3</b>	<b>Words Their Way Grade 3, ©2020</b>
<b>L.3.2.D</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>TRG:</b> 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
<b>Knowledge of Language</b>	
<b>L.3.3</b> Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	
<b>L.3.3.A</b> Choose words and phrases for effect.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>L.3.3.B</b> Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>Vocabulary Acquisition and Use</b>	
<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.	
<b>L.3.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 180, 201, 216, 219, 226, 234, 240, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 468, 469, 472, 475, 478, 482, 487, 491, 497, 505, 514, 515, 516, 526, 541, 547, 554, 556, 562, 563, 566, 569, 574, 578, 580, 583, 590, 593, 614, 629, 638, 653, 654, 656, 668, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 701  Also, students can meet this standard through 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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<p><b>L.3.4.B</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p><b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 180, 201, 216, 219, 226, 234, 240, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 468, 469, 472, 475, 478, 482, 487, 491, 497, 505, 514, 515, 516, 526, 541, 547, 554, 556, 562, 563, 566, 569, 574, 578, 580, 583, 590, 593, 614, 629, 638, 653, 654, 656, 668, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 701</p> <p>Also, students can meet this standard through the <i>Words Their Way</i> Classroom Library books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
<p><b>L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p><b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 180, 201, 216, 219, 226, 234, 240, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 468, 469, 472, 475, 478, 482, 487, 491, 497, 505, 514, 515, 516, 526, 541, 547, 554, 556, 562, 563, 566, 569, 574, 578, 580, 583, 590, 593, 614, 629, 638, 653, 654, 656, 668, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 701</p> <p>Also, students can meet this standard through the <i>Words Their Way</i> Classroom Library books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
<p><b>L.3.4.D</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 180, 201, 216, 219, 226, 234, 240, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 468, 469, 472, 475, 478, 482, 487, 491, 497, 505, 514, 515, 516, 526, 541, 547, 554, 556, 562, 563, 566, 569, 574, 578, 580, 583, 590, 593, 614, 629, 638, 653, 654, 656, 668, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 701</p> <p>Also, students can meet this standard through the <i>Words Their Way</i> Classroom Library books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>



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<b>Arkansas English Language Arts Standards Grade 3</b>	<b>Words Their Way Grade 3, ©2020</b>
<b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.	
<b>L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	<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
<b>L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<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
<b>L.3.5.C</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<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
<b>L.3.6</b> Acquire and use accurately <i>grade-appropriate</i> conversational, <i>general academic</i> and <i>domain-specific words</i> and phrases, including those that signal spatial and <i>temporal</i> relationships (e.g., After dinner that night we went looking for them).	<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