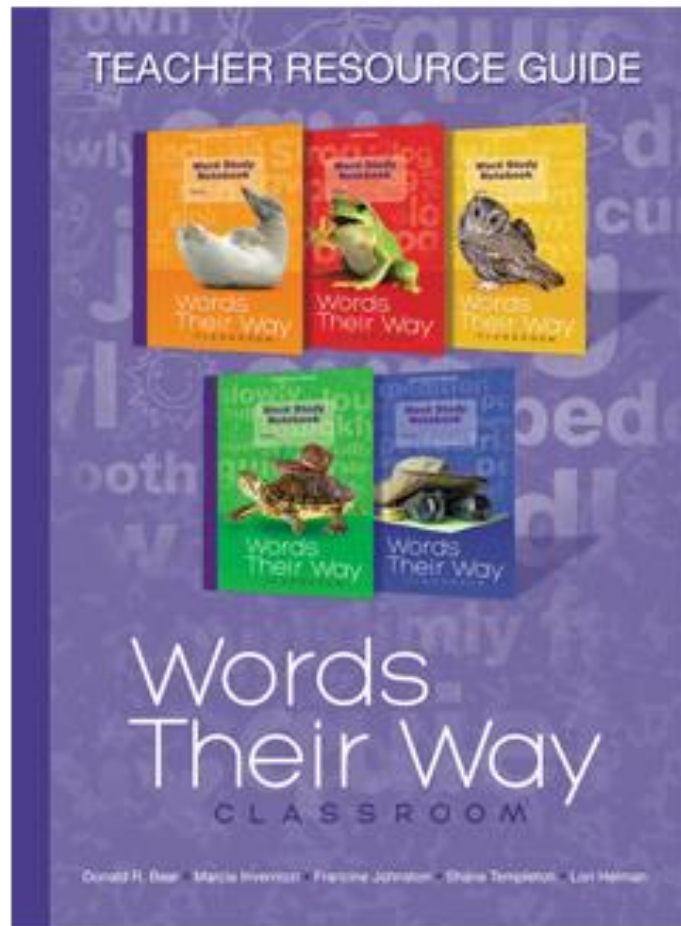


A Correlation of



Grade 4, ©2019

To the

**Arkansas
English Language Arts Standards
Grade 4**

A Correlation of Words Their Way, Grade 4, ©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 4	Words Their Way Grade 4, ©2020
Reading Standards for Literature	
Grade 4	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the 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.4.2 Examine a <i>grade-appropriate</i> literary text • Provide a <i>summary</i> . • Determine a <i>theme</i> of a story, drama, or poem from details in the 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.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).	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.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.	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.4.5 Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.	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.4.6 Compare and contrast the <i>point of view</i> from which different stories are narrated, including the difference between first- and third-person narrations.	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.4.7 Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	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.4.8 Not applicable to literature.	
RL.4.9 Compare and contrast the treatment of similar <i>themes</i> and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature 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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Arkansas English Language Arts Standards Grade 4	Words Their Way Grade 4, ©2020
Range of Reading and Level of Text Complexity	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 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.
Reading Standards for Informational Text	
Key Ideas and Details	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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.4.2 Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> ● Provide a <i>summary</i>. ● Determine the main idea of a text and explain how it is supported by key details. 	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.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in 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.
Craft and Structure	
RI.4.4 Determine the meaning of <i>general academic</i> and <i>domain-specific words</i> or phrases in a text relevant to a Grade 4 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.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of 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.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	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.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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.4.8 Explain how an author uses reasons and evidence 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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Arkansas English Language Arts Standards Grade 4	Words Their Way Grade 4, ©2020
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 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.
Reading Standards: Foundational Skills	
Key Ideas and Details	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TRG: 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.
Craft and Structure	
RF.4.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
RF.4.4.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 teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
RF.4.4.B Read grade-level prose and poetry 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 teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
RF.4.4.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 teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.

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Arkansas English Language Arts Standards Grade 4	Words Their Way Grade 4, ©2020
Writing Standards	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	
W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.4.1.B Provide reasons that are supported by facts and details.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.4.1.D Begins in Grade 6.	
W.4.1.E Provide a concluding statement or section related to the opinion presented.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and <i>multimedia</i> when useful to aiding comprehension.	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	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.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	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.4.2.D Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	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.4.2.E Begins in Grade 6.	
W.4.2.F Provide a concluding statement or section related to the information or explanation presented.	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.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
W.4.3.B Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	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.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	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.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	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.4.3.E Provide a conclusion that follows from the narrated experiences or events.	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.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TRG: 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
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.

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W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TRG: Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources. ● Take notes and categorize information. ● Provide a list of sources.	TRG: School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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.4.9.A Apply Grade 4 Reading standards to literature	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.4.9.B Apply Grade 4 Reading standards to informational texts.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
Range of Reading and Level of Text Complexity	
W.4.10 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.	TRG: 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689

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Arkansas English Language Arts Standards Grade 4	Words Their Way Grade 4, ©2020
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.4.1 Engage effectively in a range of <i>collaborative discussions</i> • one-on-one • in groups • teacher-led with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>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.</p> <p>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.</p>
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	<p>For supporting content please see: 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.</p> <p>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.</p>

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SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	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.
SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
SL.4.2 Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	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.
Presentation of Knowledge and Ideas	
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<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.4.4 Report on a topic or text, tell a story, or <i>recount</i> an experience to support main ideas or <i>themes</i> . ● Organize ideas logically. ● Use appropriate facts. ● Use relevant, descriptive details. ● Speak clearly at an understandable pace.	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.4.5 Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</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.
SL.4.6 Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.	<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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Language Standards	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.	
L.4.1.C Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).	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, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 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, 675, 680, 686, 692, 701
L.4.1.E Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	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, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 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, 675, 680, 686, 692, 701
L.4.1.F Explain the function of conjunctions and interjections in general and their function in particular sentences.	For supporting content please see: TRG: 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.4.1.G Form and use prepositional phrases.	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, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 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, 675, 680, 686, 692, 701
L.4.1.H Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. • Use independent clauses and coordinating conjunctions when writing a compound sentence.	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
L.4.1.I Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	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, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 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, 675, 680, 686, 692, 701
L.4.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	
L.4.2.A Use correct capitalization.	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.4.2.B Use correct spelling of plurals and possessives in 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
L.4.2.C Use commas and quotation marks to mark direct speech and quotations from a text.	For supporting content please see: 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.4.2.D Spell <i>grade-appropriate</i> words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).	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.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.	
L.4.3.A Choose words and phrases to convey ideas precisely. • Choose punctuation for effect.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
L.4.3.B Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).	<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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Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.	
L.4.4.A Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.	<p>TRG: 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 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</p> <p>Also, teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
L.4.4.B Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>TRG: 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 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</p>
L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>TRG: 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 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</p> <p>Also, teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103</p>

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L.4.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	For supporting content please see: TRG: 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 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 Also, teachers can evaluate through <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.
L.4.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	
L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701
L.4.5.B Recognize and explain the meaning of common idioms and proverbs.	TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701
L.4.5.C Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.	TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701
L.4.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).	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.