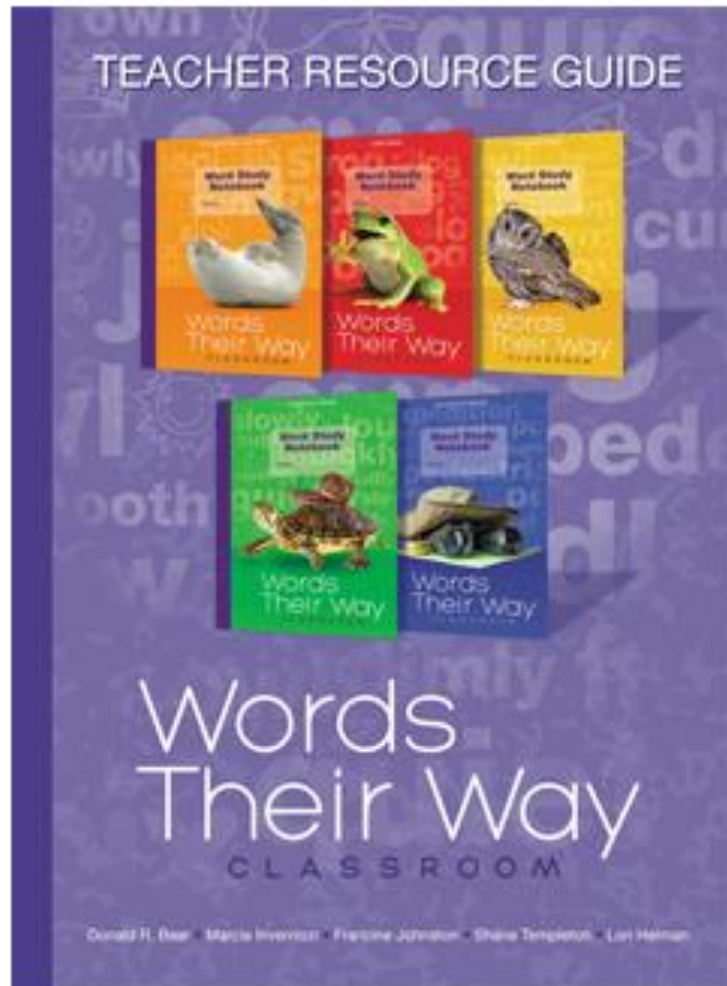


A Correlation of



Kindergarten, ©2019

To the

**Arkansas
English Language Arts Standards
Kindergarten**

A Correlation of Words Their Way, Kindergarten, ©2019 to the Arkansas English Language Arts Standards

Introduction

This correlation demonstrates that the word knowledge students acquire in the new edition of **Words Their Way Classroom, ©2019** supports the Arkansas English Language Arts Standards. The page numbers listed in this correlation refer to pages in the *Words Their Way Teacher's Resource Guide*.

Words Their Way is a developmentally based approach to help teach phonics, spelling, and vocabulary development. *Words Their Way Classroom* carefully aligns instruction with these five levels: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. Developmental stages represented by the workbooks reflect students' spelling behavior as they move from one level of work knowledge to the next.

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

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Arkansas English Language Arts Standards Kindergarten	Words Their Way Kindergarten, ©2019
R.K Reading	
RL.K Reading Standards for Literature	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	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.
RL.K.2 With prompting and support, retell familiar stories, including key details.	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.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	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.
Craft and Structure	
RL.K.4 Ask and answer questions about unknown words in a text.	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.
RL.K.5 Recognize common types of text (e.g., storybooks, poems).	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.
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TRG: Students can use the <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
Integration of Knowledge and Ideas	
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	TRG: Students can use the <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
RL.K.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.	

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RL.K.9 With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.	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
Range of Reading and Level of Text Complexity	
RL.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	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.
RI.K Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	TRG: Students can meet this standard with 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.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	TRG: Students can meet this standard with 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
RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).	TRG: Students can meet this standard with 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.
Craft and Structure	
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	TRG: Students can meet this standard with 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.
RI.K.5 Identify the front cover, back cover, and title page of a book.	TRG: Students can meet this standard with 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.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TRG: Students can meet this standard with 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.
Integration of Knowledge and Ideas	
RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	TRG: Students can meet this standard with 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.

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RI.K.8 With prompting and support, identify the details an author gives to support 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.
RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	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.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	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.K Reading Standards for Foundational Skills	
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	
RF.K.1.A Follow words from left to right, top to bottom, and page by page.	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.K.1.B 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.K.1.C 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

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RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 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
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2.A Recognize and produce rhyming words orally.	TRG: 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	TRG: 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.	TRG: 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	TRG: 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TRG: 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345

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Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<p>TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.</p>
RF.K.3.B Associate the long and short sounds with the five major vowel graphemes (a, e, i, o, u), using open and closed syllable types (e.g., open-go, closed-got).	<p>TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.</p>
RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.</p>
RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	<p>TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.</p>

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RF.K.3.E Decode CVC words.	TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245 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.
RF.K.3.F Decode open and closed one-syllable words.	TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245 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.
Fluency	
RF.K.4 Read grade-appropriate texts with purpose and understanding.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400
W.K Writing	
Text Types and Purposes	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<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.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	TRG: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689

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Production and Distribution of Writing	
W.K.5 With prompting and support, respond to questions and add details to strengthen writing as needed.	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.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	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
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	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.K.8 With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	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.
Range of Writing	
W.K.10 Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
SL.K Speaking and Listening	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations/discussions with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking with a partner before sharing with the group.
SL.K.1.B Continue a conversation through multiple exchanges.	TRG: With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking with a partner before sharing with the group.

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SL.K.2 With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	TRG: Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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
Presentation of Knowledge and Ideas	
SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.	TRG: 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674
SL.K.5 Add drawings or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.	<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.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	TRG: For supporting content please see: 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,
L.K Language	
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking.	
L.K.1.B Use frequently occurring nouns. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686
L.K.1.C Use frequently occurring verbs.	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686
L.K.1.G Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686

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L.K.1.H Independently produce and expand complete sentences in shared language activities. With prompting and support, use spaces to separate words in a sentence.	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686
L.K.1.J Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686
TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686	TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	
L.K.2.A Capitalize the first word in a sentence and the pronoun I.	TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
L.K.2.B Recognize and name end punctuation.	TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
L.K.2.D Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell consonant-vowel-consonant (CVC) words correctly. Spell words phonetically, drawing on knowledge of sound-letter relationships.	TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701

**A Correlation of Words Their Way, Kindergarten, ©2019 to the
Arkansas English Language Arts Standards**

Arkansas English Language Arts Standards Kindergarten	Words Their Way Kindergarten, ©2019
Knowledge of Language	
Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TRG: 26, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 346, 425-427, 428-430, 431-433, 569
L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TRG: 26, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 346, 425-427, 428-430, 431-433, 569
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TRG: 515, 516, 554, 566, 574, 614, 638, 656, 668, 701
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TRG: For supporting content please see: 103, 215, 517
L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	TRG: Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Also, students work with Additional Words during the Apply and Assess step. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159