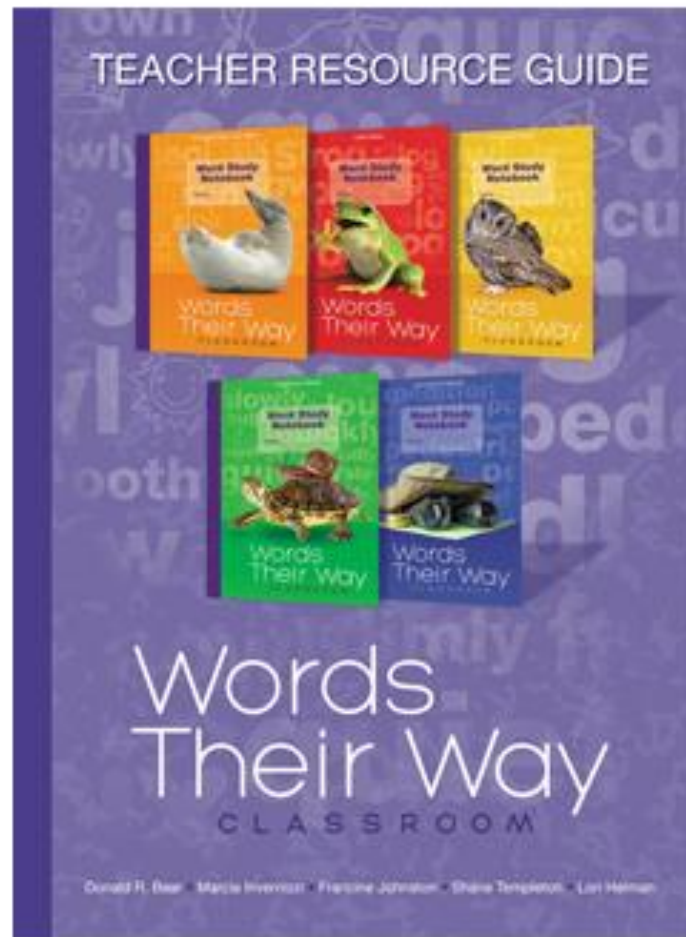


## A Correlation of



To the

# Common Core State Standards for English Language Arts Grade 1

# A Correlation of Words Their Way Classroom ©2019, to the Common Core State Standards for English Language Arts, Grade 1

## Introduction

This correlation demonstrates that the word knowledge students acquire in ***Words Their Way Classroom* ©2019** supports the Common Core Standards for English Language Arts. 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* 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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<b>Common Core State Standards for English Language Arts</b>	<b>Words Their Way Classroom ©2019</b>
<b>CCSS.ELA-Literacy.RF.1 RF: Foundational Skills</b>	
Print Concepts	
CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.	
CCSS.ELA-Literacy.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>TRG:</b> 35, 36, 47, 65, 78, 122, 123
Phonological Awareness	
CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-Literacy.RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	<b>TRG:</b> 283-285, 286-287, 289-290, 295-297, 304-306, 340-342, 412-413, 479-480
CCSS.ELA-Literacy.RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>TRG:</b> 180-182, 183-185, 186-188, 189-191, 192-194, 195-197, 198-200, 211, 232, 249-251, 252-254, 255-257, 264-265, 267-268, 388-389, 391-392
CCSS.ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>TRG:</b> 237-239, 240-241, 243-244, 298-300, 301-302, 304-306, 307-309, 310-312, 313-314, 316-318, 319-320, 322-324, 325-326, 331-333, 337-338
CCSS.ELA-Literacy.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>TRG:</b> 392
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	<b>TRG:</b> 174-176, 177-179, 246-248, 259, 262, 266
CCSS.ELA-Literacy.RF.1.3.b Decode regularly spelled one-syllable words.	<b>TRG:</b> 144-145, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227
CCSS.ELA-Literacy.RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	<b>TRG:</b> 298-300, 301-302, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-326, 328-329, 331-333, 334-336, 337-339, 340-342, 343-345
CCSS.ELA-Literacy.RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>TRG:</b> For supporting content, please see: 53-54, 56-57, 98-100, 119-120, 461-462, 464-466, 488, 500-501, 509-510, 521-522, 524-525
CCSS.ELA-Literacy.RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>TRG:</b> 99, 458-460, 461-462, 465, 468, 471, 473-474, 476-478, 480, 483, 489, 492, 501, 506-507, 510, 522

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CCSS.ELA-Literacy.RF.1.3.f Read words with inflectional endings.	<b>TRG:</b> 443-444, 464-466, 666
CCSS.ELA-Literacy.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	<b>TRG:</b> For supporting content, please see: 376-377, 379-380, 485-487, 488-489
<b>Fluency</b>	
CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	
CCSS.ELA-Literacy.RF.1.4.a Read grade-level text with purpose and understanding.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom</i> Library books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
CCSS.ELA-Literacy.RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom</i> Library books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
CCSS.ELA-Literacy.RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom</i> Library books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>CCSS.ELA-Literacy.W.1 Writing</b>	
Text Types and Purposes These broad types of writing include many subgenres.	
CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>TRG:</b> 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>TRG:</b> 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
CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689

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CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>Research to Build and Present Knowledge</b>	
CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>TRG:</b> Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>TRG:</b> School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 182, 191, 206, 324, 427, 433, 439, 442, 448, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.
CCSS.ELA-Literacy.W.1.9 (Begins in grade 4)	Begins in grade 4 according to the Common Core State Standards.
<b>Range of Writing</b>	
CCSS.ELA-Literacy.W.1.10 ( <b>Begins in grade 3</b> )	Begins in grade 3 according to the Common Core State Standards.

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