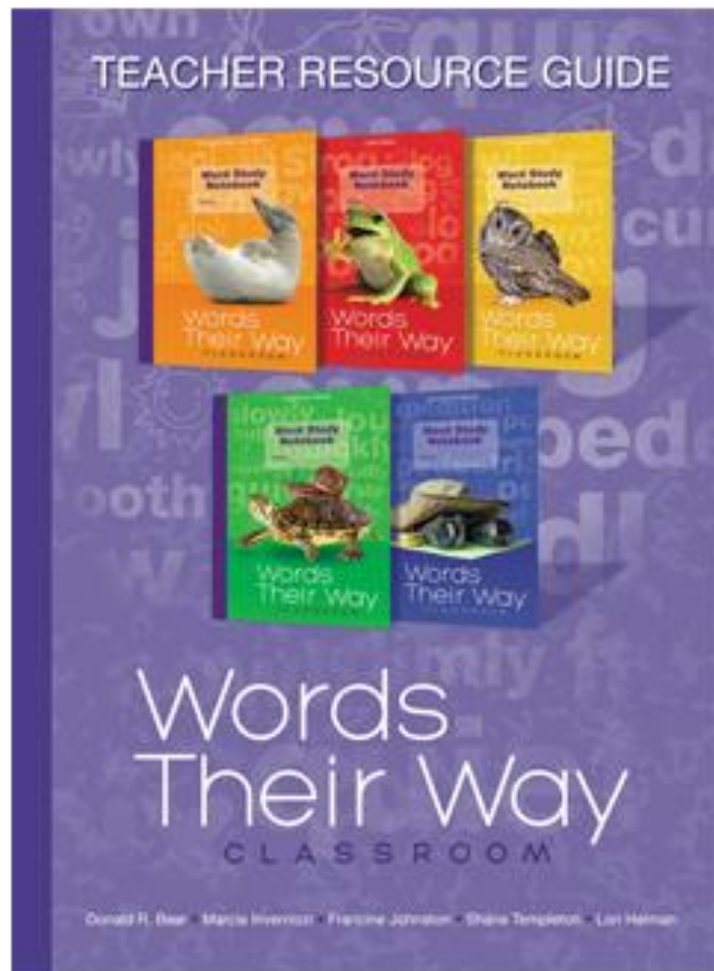


A Correlation of



To the

Common Core State Standards for English Language Arts Grade 2

**A Correlation of Words Their Way Classroom ©2019 to the
Common Core State Standards for English Language Arts, Grade 2**

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 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 all ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

**A Correlation of Words Their Way Classroom ©2019 to the
Common Core State Standards for English Language Arts, Grade 2**

| Common Core State Standards for English Language Arts | Words Their Way Classroom ©2019 Grade 2 |
|---|---|
| CCSS.ELA-Literacy.RF.2 RF: Foundational Skills | |
| Print Concepts | |
| Phonological Awareness | |
| Phonics and Word Recognition | |
| CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| CCSS.ELA-Literacy.RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. | TRG: 283-285, 286-287, 289-290, 295-297, 304-306, 340-342, 412-413, 479-480 |
| CCSS.ELA-Literacy.RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. | TRG: 316-318, 319-321, 322-324, 325-326, 328-329, 331-333, 334-336, 337-339, 340-342, 346-348, 346-348, 370-371, 373-374, 485-487, 488-489 |
| CCSS.ELA-Literacy.RF.2.3.c Decode regularly spelled two-syllable words with long vowels. | TRG: 428-430, 443-444, 455-457, 458-460, 464-466, 467-469, 470-472, 476-478, 479-480, 482-484 |
| CCSS.ELA-Literacy.RF.2.3.d Decode words with common prefixes and suffixes. | TRG: 554-555, 557-558, 560-561, 563-564, 566-568, 572-573, 588-590, 591-593, 594-596, 597-599, 600-602, 654-656, 657-658, 660-662, 663-665, 669-670, 672-673 |
| CCSS.ELA-Literacy.RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. | TRG: For supporting content, please see: 304-305, 310-311, 316-317, 319-320, 337-338, 346-347, 352-353, 361-362, 382-383, 406-407, 467-469, 470-471, 473-474, 476-477, 494-495, 518-519, 521-522 |
| CCSS.ELA-Literacy.RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. | TRG: For supporting content, please see: 376-377, 379-380, 485-487, 488-489 |
| Fluency | |
| CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension. | |
| CCSS.ELA-Literacy.RF.2.4.a Read grade-level text with purpose and understanding. | TRG: Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400. |
| CCSS.ELA-Literacy.RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | TRG: Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400. |

**A Correlation of Words Their Way Classroom ©2019 to the
Common Core State Standards for English Language Arts, Grade 2**

| Common Core State Standards for English Language Arts | Words Their Way Classroom ©2019 Grade 2 |
|---|---|
| CCSS.ELA-Literacy.RF.2.4.c Use context 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 See also: 95, 386, 407, 410, 413, 480, 621, 651, 654, 684, 687 |
| CCSS.ELA-Literacy.W.2 Writing | |
| Text Types and Purposes These broad types of writing include many subgenres. | |
| CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | <i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program. |
| CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683 |
| CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | TRG: 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 | |
| CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | TRG: For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689 |
| CCSS.ELA-Literacy.W.2.6 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. |

**A Correlation of Words Their Way Classroom ©2019 to the
Common Core State Standards for English Language Arts, Grade 2**

| Common Core State Standards for English Language Arts | Words Their Way Classroom ©2019 Grade 2 |
|--|---|
| Research to Build and Present Knowledge | |
| Range of Writing | |
| CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | TRG: Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433. |
| CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. | TRG: School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 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. |

©2021 Savvas Learning Company LLC