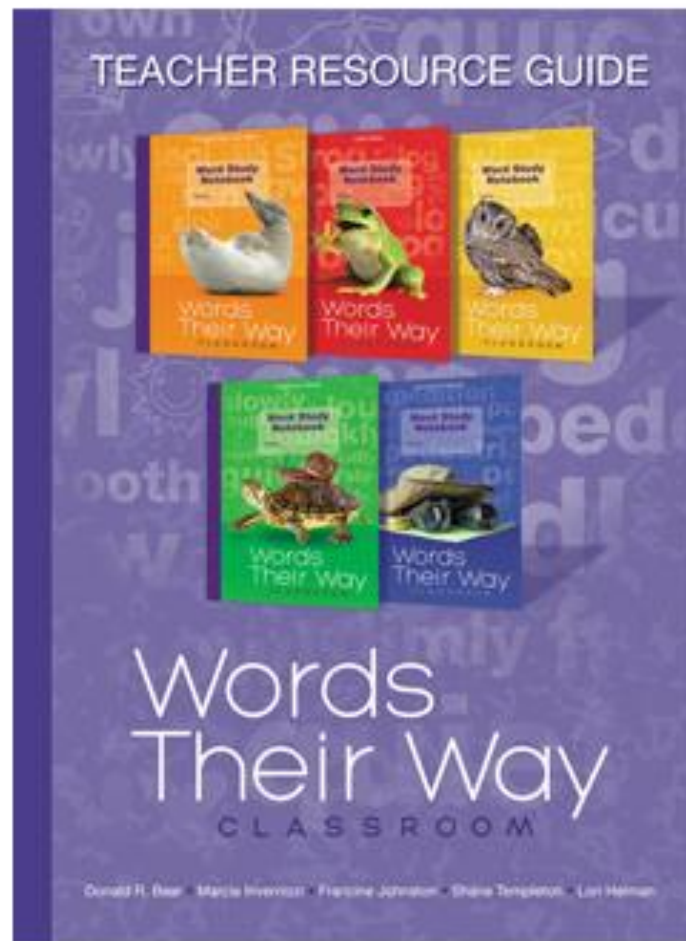


## A Correlation of



To the

# Common Core State Standards For English Language Arts Grade 3

**A Correlation of Words Their Way Classroom ©2019, to the  
Common Core State Standards for English Language Arts, Grade 3**

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

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Common Core State Standards for English Language Arts	Words Their Way Classroom Grade 3
<b>CCSS.ELA-Literacy.RF.3 RF: Foundational Skills</b>	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>TRG:</b> 554-555, 557-558, 560-561, 563-564, 566-568, 572-573, 589-590, 591-593, 594-596, 597-599, 600-602, 606-608, 609-611, 630-632, 633-635, 636-637, 651-653, 654-656, 657-658, 660-662, 663-665, 669-670, 672-673
CCSS.ELA-Literacy.RF.3.3.b Decode words with common Latin suffixes.	<b>TRG:</b> For supporting content, please see: 588-590, 630-632, 633-635, 636-637, 657-658, 660-662
CCSS.ELA-Literacy.RF.3.3.c Decode multisyllable words.	<b>TRG:</b> 53-54, 98-100, 425-427, 428-430, 443-444, 446-447, 449-450, 452-453, 455-457, 458-460, 461-462, 464-466, 467-469, 470-472, 473-475, 476-478, 479-480, 482-484, 485-487, 488-489, 491-492, 494-496, 500-501, 503-504, 506-507, 509-510, 512-513, 518-519, 521-522, 524-525, 527-528, 530-531
CCSS.ELA-Literacy.RF.3.3.d Read grade-appropriate irregularly spelled words.	<b>TRG:</b> For supporting content, please see: 376-377, 379-380, 485-487, 488-489
Fluency	
CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	
CCSS.ELA-Literacy.RF.3.4.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 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.3.4.b Read grade-level prose and poetry 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 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.3.4.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 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

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<b>CCSS.ELA-Literacy.W.3 Writing</b>	
Text Types and Purposes These broad types of writing include many subgenres.	
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
CCSS.ELA-Literacy.W.3.1.a 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.
CCSS.ELA-Literacy.W.3.1.b Provide reasons that support the 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.
CCSS.ELA-Literacy.W.3.1.c 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.
CCSS.ELA-Literacy.W.3.1.d 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.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; 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
CCSS.ELA-Literacy.W.3.2.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
CCSS.ELA-Literacy.W.3.2.c 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
CCSS.ELA-Literacy.W.3.2.d 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
CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CCSS.ELA-Literacy.W.3.3.a 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>Common Core State Standards for English Language Arts</b>	<b>Words Their Way Classroom Grade 3</b>
CCSS.ELA-Literacy.W.3.3.b Use 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
CCSS.ELA-Literacy.W.3.3.c Use temporal 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
CCSS.ELA-Literacy.W.3.3.d Provide a sense of closure.	<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>	
CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<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
CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	<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.
CCSS.ELA-Literacy.W.3.6 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>	
CCSS.ELA-Literacy.W.3.7 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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CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<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.
<b>Range of Writing</b>	
CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<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

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