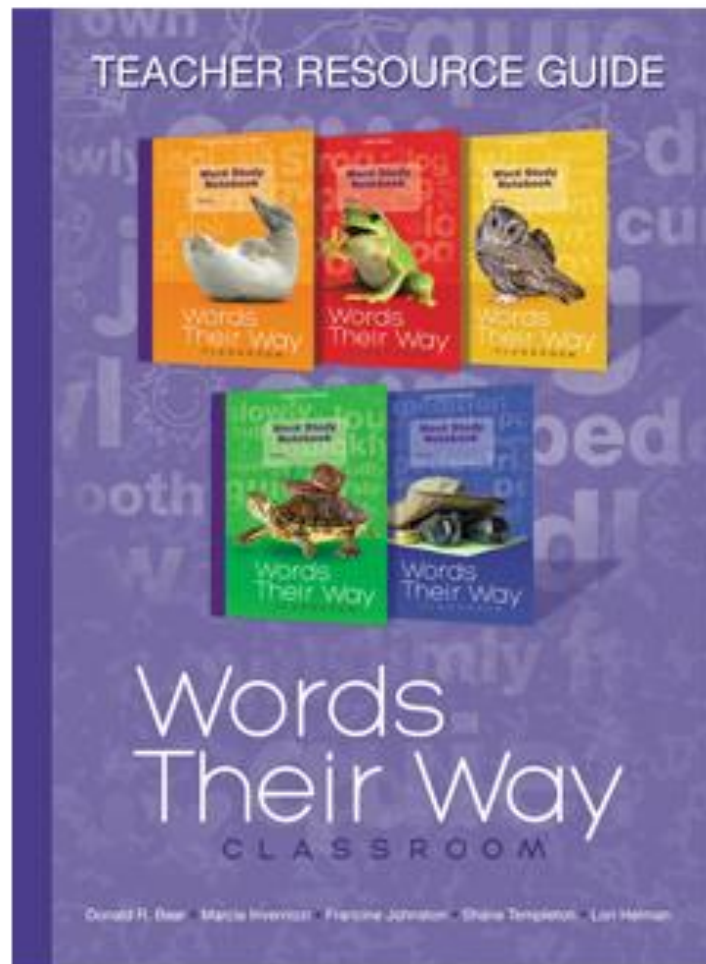


A Correlation of



To the

Common Core State Standards for English Language Arts Grade 5

**A Correlation of Words Their Way Classroom ©2019, to the
Common Core State Standards for English Language Arts, Grade 5**

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.

**A Correlation of Words Their Way Classroom ©2019, to the
Common Core State Standards for English Language Arts, Grade 5**

Common Core State Standards for English Language Arts	Words Their Way Classroom Grade 5
CCSS.ELA-Literacy.RF.5 RF: Foundational Skills	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>TRG: 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 485-487, 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</p> <p>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.</p>
Fluency	
CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	
CCSS.ELA-Literacy.RF.5.4.a Read grade-level text with purpose and understanding.	<p>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.</p>
CCSS.ELA-Literacy.RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>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.</p>
CCSS.ELA-Literacy.RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>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.</p> <p>See also: 95, 386, 407, 410, 413, 480, 621, 651, 654, 684, 687</p>

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Common Core State Standards for English Language Arts	Words Their Way Classroom Grade 5
CCSS.ELA-Literacy.W.5 Writing	
Text Types and Purposes These broad types of writing include many subgenres.	
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
CCSS.ELA-Literacy.W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically 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.
CCSS.ELA-Literacy.W.5.1.b Provide logically ordered 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.
CCSS.ELA-Literacy.W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<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.5.1.d 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.
CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CCSS.ELA-Literacy.W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia 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
CCSS.ELA-Literacy.W.5.2.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
CCSS.ELA-Literacy.W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	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
CCSS.ELA-Literacy.W.5.2.d Use precise language and domain-specific vocabulary 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
CCSS.ELA-Literacy.W.5.2.e 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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Common Core State Standards for English Language Arts	Words Their Way Classroom Grade 5
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CCSS.ELA-Literacy.W.5.3.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
CCSS.ELA-Literacy.W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, 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
CCSS.ELA-Literacy.W.5.3.c Use a variety of transitional words, phrases, and clauses 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
CCSS.ELA-Literacy.W.5.3.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
CCSS.ELA-Literacy.W.5.3.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	
CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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
CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)	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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CCSS.ELA-Literacy.W.5.6 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 type a minimum of two pages 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	
CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to 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.
CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and 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, 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.5.9 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.
CCSS.ELA-Literacy.W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	<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.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<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 Writing	
CCSS.ELA-Literacy.W.5.10 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.	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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