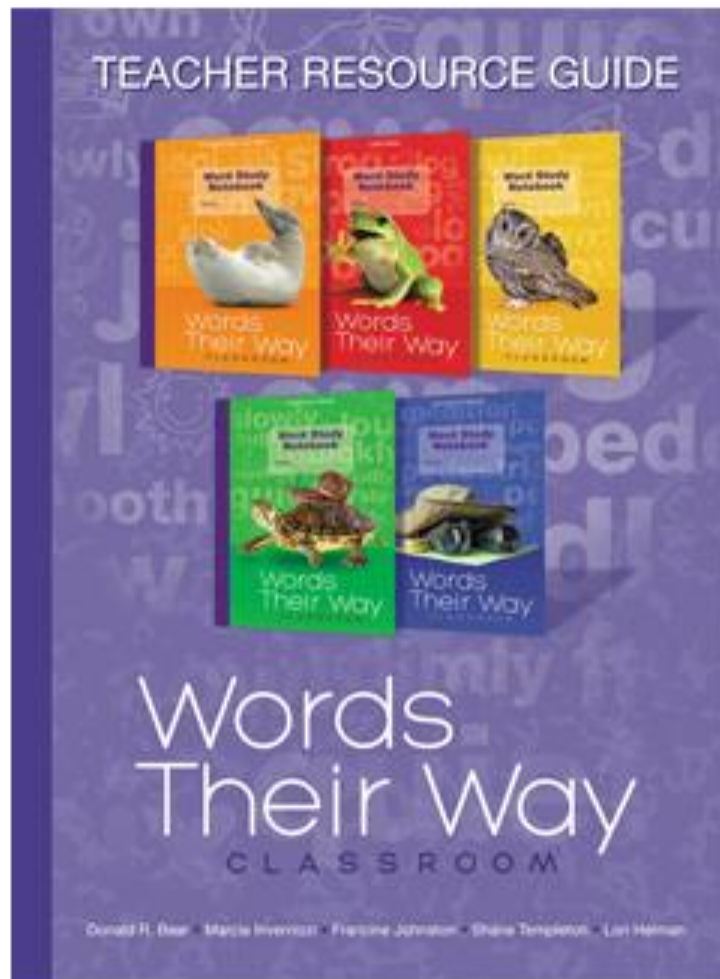


## A Correlation of



To the

# Common Core State Standards for English Language Arts Kindergarten

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

**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.

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

Common Core State Standards for English Language Arts	Words Their Way Classroom ©2019
<b>CCSS.ELA-Literacy.RF.K.RF: Foundational Skills</b>	
Print Concepts	
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.	
CCSS.ELA-Literacy.RF.K.1.a Follow words from left to right, top to bottom, and page by page.	<b>TRG:</b> 8, 32, 50, 51, 104
CCSS.ELA-Literacy.RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	<b>TRG:</b> 17, 20, 42, 62
CCSS.ELA-Literacy.RF.K.1.c Understand that words are separated by spaces in print.	<b>TRG:</b> 41, 42, 59, 60, 62, 63
CCSS.ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	<b>TRG:</b> 32-33, 35-36, 56-57, 59-60, 66, 77-78, 80-81, 83, 104-105, 107-108, 111, 119-120, 122-123
Phonological Awareness	
CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
CCSS.ELA-Literacy.RF.K.2.a Recognize and produce rhyming words.	<b>TRG:</b> 14-16, 17-18, 20-21, 26, 29, 41-42, 71-72, 75, 77, 80, 83-84, 95-96, 101-102, 107, 113-114, 147, 150, 152-153, 156, 159, 162-163, 165, 201, 204, 210, 213-215, 216-218, 219-221, 222-224, 225-227
CCSS.ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	<b>TRG:</b> 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.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	<b>TRG:</b> 202, 211, 232, 253, 274, 323, 341, 344, 350, 362
CCSS.ELA-Literacy.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/.) Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	<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.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>TRG:</b> 213-215, 216-218, 219-221, 222-224, 225-227, 305, 338

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<b>Phonics and Word Recognition</b>	
CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CCSS.ELA-Literacy.RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<b>TRG:</b> 86-87, 89-91, 92-93, 113-115, 116-117, 129-131, 132-134, 135-137, 138-140, 141-143
CCSS.ELA-Literacy.RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<b>TRG:</b> 228-230, 231-233, 234-236, 237-239, 240-242, 243-245, 298-300, 301-303, 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.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>TRG:</b> For supporting content, please see: 5-6, 8-10, 11-12, 38-39, 62-63, 83-84, 101-103
CCSS.ELA-Literacy.RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>TRG:</b> For supporting content, please see: 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
<b>Fluency</b>	
CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts 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 meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400

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Common Core State Standards for English Language Arts	Words Their Way Classroom ©2019
<b>CCSS.ELA-Literacy.W.K Writing</b>	
Text Types and Purposes These broad types of writing include many subgenres.	
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<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.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<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
Production and Distribution of Writing	
CCSS.ELA-Literacy.W.K.4 (Begins in grade 3)	
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, 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
CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore 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.

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<b>Common Core State Standards for English Language Arts</b>	<b>Words Their Way Classroom ©2019</b>
<b>Research to Build and Present Knowledge</b>	
CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<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.K.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.K.9 (Begins in grade 4)	Begins in grade 4 according to the Common Core State Standards
<b>Range of Writing</b>	
(Begins in grade 3)	Begins in grade 3 according to the Common Core State Standards

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