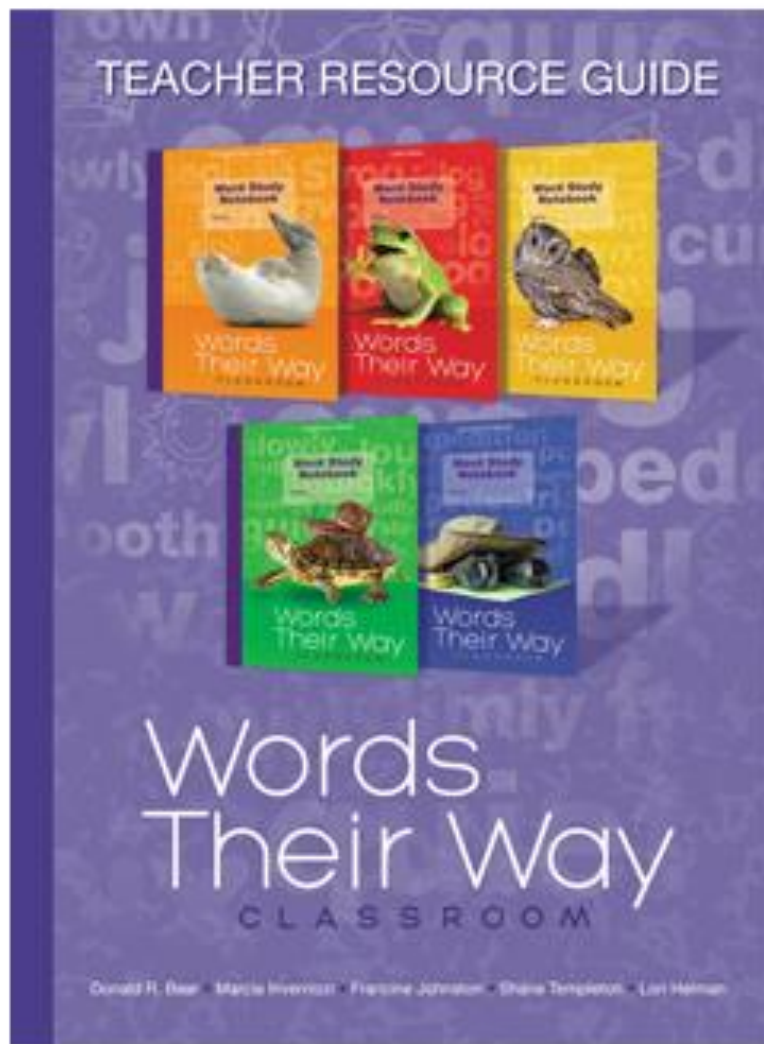


A Correlation of



To the
Colorado Academic Standards
Reading, Writing, and Communicating
Grade 1

**A Correlation of Words Their Way Classroom, ©2019 to the
Colorado Academic Standards for
Reading, Writing, and Communicating, Grade 1 (2020)**

Introduction

This correlation demonstrates that the word knowledge students acquire in the new edition of ***Words Their Way Classroom, ©2019*** supports the Colorado Academic Standards for Reading, Writing, and Communicating, ©2020. 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 any ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

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Reading, Writing, and Communicating	
First Grade	
Standard 1. Oral Expression and Listening	
1. Communicate using verbal and nonverbal language to express and receive information.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1) i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a) ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b) iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c) 	<p>TRG: With each sort in <i>Words Their Way</i>, students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.</p>

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b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)	TRG: 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.
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)	TRG: Through teacher support, students learn how to talk about the sorts. Teachers model using open-ended questions to promote critical thinking, such as <i>What do you notice about these words? What might make these words hard to spell? What did you learn from this sort?</i> In turn, students ask and answer questions throughout <i>Words Their Way</i> . Examples include 115, 197, 209, 224, 236, 239, 257, 266, 381, 402, 414.
2. Use multiple strategies to develop and expand oral communication.	
Evidence Outcomes - Students Can:	
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	TRG: 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)	<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.
c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *	TRG: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
d. Give and follow simple two-step directions.	TRG: The structure of each Sort in <i>Words Their Way</i> actively involves students in order for them to listen, give, and follow directions: <i>Introduce, Model, and Reflect; Practice and Extend; Apply and Assess; Supporting All Learners.</i>

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Standard 2. Reading for All Purposes	
1. Apply foundational reading strategies to fluently read and comprehend literary texts.	
Evidence Outcomes - Students Can:	
<p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) * ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2) iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) * iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. * 	<p>TRG: 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.</p>
<p>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4) ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) * iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) * iv. Follow and replicate patterns in predictable poems 	<p>TRG: 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.</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7) ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) * 	<p>TRG: Students can use the <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>

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<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)</p>	<p>TRG: 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.</p>
<p>2. Apply foundational reading strategies to fluently read and comprehend informational texts.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Use Key Ideas and Details to</p> <p>i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)</p> <p>ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)</p> <p>iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) *</p> <p>iv. Activate schema and background knowledge to construct meaning.</p>	<p>TRG: Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
<p>b. Use Craft and Structure to:</p> <p>i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)</p> <p>ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) *</p> <p>iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)</p>	<p>TRG: Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>

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<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)</p> <p>ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) *</p> <p>iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9)</p>	<p>TRG: Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)</p>	<p>TRG: Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.</p>
<p>3. Refine foundational reading skills through understanding word structure, word relationships, and word families.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)</p> <p>i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a)</p>	<p>TRG: 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.</p>

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<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p> <p>i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) *</p> <p>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) *</p> <p>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)</p> <p>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)</p>	<p>TRG: 129-131, 132-134, 135-137, 138-140, 141-143, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 249-251, 252-254, 255-257, 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 455-457, 458-460, 461-463, 464-466, 479-481</p>

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<p>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)</p> <p>i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) *</p> <p>ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)</p> <p>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) *</p> <p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) *</p> <p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) *</p> <p>vi. Read words with inflectional endings. (CCSS: RF.1.3f) *</p> <p>vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) *</p> <p>viii. Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship)</p> <p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship *</p>	<p>TRG: 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 165-167, 168-170, 171-173, 174-176, 177-179, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227, 246-248, 258-260, 298-300, 301-303, 304-306, 307-309, 310-312, 373-375, 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 484-487, 488-490, 491-493, 494-496, 500-502, 503-505</p> <p>Also, students meet this standard throughout <i>Words Their Way</i> during <i>Writing Sort</i>, <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i>, e.g. 45, 82, 123, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608</p>

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<p>d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p> <p style="padding-left: 20px;">ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</p> <p style="padding-left: 20px;">iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>TRG: 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</p>
<p>e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)</p> <p style="padding-left: 20px;">i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) *</p> <p style="padding-left: 20px;">ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p> <p style="padding-left: 20px;">iii. Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking.) (CCSS: L.1.4c)</p> <p style="padding-left: 20px;">iv. Identify and understand compound words. *</p>	<p>TRG: 26, 41, 98-100, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 313, 346, 348, 415, 446-448, 449-451, 452-454, 482, 497, 514, 554-556, 557-559, 560-562, 563-565, 566-568, 569, 572-574, 578, 588-590, 591-593, 594-596, 597-599, 600-602, 630-632, 633-635, 636-638, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 699-701</p>

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<p>f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p> <p>i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p> <p>ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p> <p>iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)</p> <p>iv. Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p>	<p>TRG: 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 215, 464, 517, 533, 575, 680, 686, 698</p>
<p>g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: because). (CCSS: L.1.6)</p>	<p>TRG: Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Also, students work with Additional Words during the Apply and Assess step. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159</p>

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Standard 3. Writing and Composition	
1. Write an opinion supported by 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.
Evidence Outcomes - Students Can:	
a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)	<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. State an opinion. (adapted from CCSS: W.1.1)	<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.
c. Supply a reason for the opinion. (adapted from CCSS: W.1.1)	<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.
d. Provide some sense of closure. (adapted from CCSS: W.1.1)	<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.
2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.	
Evidence Outcomes - Students Can:	
a. Name a topic. (CCSS: W.1.2)	TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683

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b. Supply some facts about the topic. (CCSS: W.1.2)	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
c. Provide some sense of closure. (CCSS: W.1.2)	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
3. Recount real or imagined, sequenced events that include details and a sense of closure.	
Evidence Outcomes - Students Can:	
a. Recount two or more appropriately sequenced events. (CCSS: W.1.3)	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
b. Include some details regarding what happened. (CCSS: W.1.3)	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.
c. Provide some sense of closure. (CCSS: W.1.3)	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.
4. Use appropriate grammar, spelling, capitalization, and punctuation.	
Evidence Outcomes - Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	TRG: 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701
i. Print all upper- and lowercase letters. (CCSS: L.1.1a)	
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)	
iii. Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop. (CCSS: L.1.1c)	

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<p>(Continued)</p> <ul style="list-style-type: none"> iv. Use personal, possessive, and indefinite pronouns (for example: I, me, my, they, them, their, anyone, everything). (CCSS: L.1.1d) v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e) vi. Use frequently occurring adjectives. (CCSS: L.1.1f) vii. Use frequently occurring conjunctions (for example: and, but, or, so, because). (CCSS: L.1.1g) viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h) ix. Use frequently occurring prepositions (for example: during, beyond, toward). (CCSS: L.1.1i) x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j) 	<p>(Continued)</p> <p>TRG: 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 340, 345, 354, 359, 363, 369, 378, 384, 392, 393, 398, 402, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 680, 686, 692, 701</p>

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<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p> <ul style="list-style-type: none"> i. Write complete simple sentences. ii. Capitalize dates and names of people. (CCSS: L.1.2a) iii. Use end punctuation for sentences. (CCSS: L.1.2b) iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e) 	<p>TRG: With support from the teacher, students can meet this standard when writing sentences. For example: 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701</p>
<p>c. 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. (CCSS: W.1.5)</p>	<p>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</p>
<p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)</p>	<p>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.</p>

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Standard 4: Research Inquiry and Design	
1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	
Evidence Outcomes - Students Can:	
a. Participate in shared research and writing projects. For example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)	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
b. Write or dictate questions for inquiry that arise during instruction.	<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.
c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.	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
d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.	TRG: For supporting content please see: 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
e. Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)	<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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<p style="text-align: center;">Colorado Academic Standards for Reading, Writing, and Communicating, Grade 1 (2020)</p>	<p style="text-align: center;">Words Their Way Classroom ©2019</p>
<p>f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)</p>	<p>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, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.</p>