

**A Correlation of Words Their Way Classroom, ©2019 to the
Colorado Academic Standards for Reading, Writing, and Communicating, Grade 3 (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 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.

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| Colorado Academic Standards for Reading, Writing, and Communicating, Grade 3 (2020) | Words Their Way Classroom ©2019 |
| Reading, Writing, and Communicating | |
| Third Grade | |
| Standard 1. Oral Expression and Listening | |
| 1. Participate cooperatively in group activities. | |
| Students Can: | |
| <ul style="list-style-type: none"> a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1) i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a) ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b) iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c) iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) | <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> |
| <ul style="list-style-type: none"> b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2) | <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>c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)</p> | <p>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.</p> |
| <p>2. Communicate using appropriate language in informal and formal situations.</p> | |
| <p>Students Can:</p> | |
| <p>a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)</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> |
| <p>b. Distinguish different levels of formality.</p> | <p><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.</p> |
| <p>c. Speak clearly, using appropriate volume and pitch for the purpose and audience.</p> | <p>TRG: For supporting content please see: 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> |
| <p>d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.</p> | <p><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.</p> |

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| <p>e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)</p> | <p><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.</p> |
| <p>f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)</p> | <p>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</p> |

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| Standard 2. Reading for All Purposes | |
| 1. Apply strategies to fluently read and comprehend various literary texts. | |
| Students Can: | |
| <ul style="list-style-type: none"> a. Use Key Ideas and Details to: <ul style="list-style-type: none"> i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) * ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). * iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2) iv. Summarize central ideas and important details from a text. * v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3) | <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. Use Craft and Structure to:</p> <p>i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)*</p> <p>ii. Use signal words (such as before, after, next, and text structure (narrative, chronology) to determine the sequence of major events.</p> <p>iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</p> <p>iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</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>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)</p> <p>ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)</p> | <p>TRG: Students can use the <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.</p> |
| <p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)</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> |

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| <p>e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. *</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 strategies to fluently read and comprehend various informational texts.</p> | |
| <p>Students Can:</p> | |
| <p>a. Use Key Ideas and Details to</p> <p>i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)</p> <p>ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *</p> <p>iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *</p> <p>iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *</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>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4) ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6) iv. Use semantic cues and signal words (for example: because and although to identify cause/effect and compare/contrast relationships). | <p>TRG: Students can meet this standard with the <i>Words Their Way Classroom</i> Library 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>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7) ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) * iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) * | <p>TRG: Students can meet this standard with the <i>Words Their Way Classroom</i> Library 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>d. Use Range of Reading and Complexity of Text to:</p> <p>i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *</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. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.</p> | |
| <p>Students Can:</p> | |
| <p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)</p> <p>i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) *</p> <p>ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) *</p> <p>iii. Decode multisyllable words. (CCSS: RF.3.3c) *</p> <p>iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) *</p> | <p>TRG: 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, 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> |
| <p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS.3.4a)</p> <p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</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> |

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| <p>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b) *</p> <p>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *</p> <p>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). (CCSS: L.3.4c)</p> <p>v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</p> <p>vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> | <p>TRG: 26, 41, 101, 129, 138, 171, 177, 180, 201, 216, 219, 226, 234, 240, 267, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 468, 469, 472, 475, 478, 482, 487, 491, 497, 505, 514, 515, 516, 526, 541, 547, 554, 556, 562, 563, 566, 569, 574, 578, 580, 583, 590, 593, 614, 629, 638, 653, 654, 656, 668, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 701</p> <p>Also, students can meet this standard through 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>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)</p> <p>ii. Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). (CCSS: L.3.5b)</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)</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>e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)</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> |
| Standard 3. Writing and Composition | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| Students Can: | |
| <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)</p> | <p><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.</p> |
| <p>b. Provide reasons that support the opinion. (CCSS: W.3.1b)</p> | <p><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.</p> |

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| c. Use linking words and phrases (for example: because, therefore, since, for example to connect opinion and reasons. (CCSS: W.3.1c) | <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 a concluding statement or section. (CCSS: W.3.1d) | <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 developed with facts, definitions, and details, ending with a related concluding statement. | |
| Students Can: | |
| a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) | TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683 |
| b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) | 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. Use linking words and phrases (for example: also, another, and more, but to connect ideas within categories of information. (CCSS: W.3c) | 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 |
| d. Provide a concluding statement or section. (CCSS: W.3.2d) | 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. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure. | |
| Students Can: | |
| a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a) | 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 |

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| <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)</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>c. Use temporal words and phrases to signal event order. (CCSS: W.3c)</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. Provide a sense of closure. (CCSS: W.3.3d)</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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| 4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. | |
| RW.3.3.4 | |
| Students Can: | |
| <ul style="list-style-type: none"> a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) ii. Use abstract nouns (for example: childhood. (CCSS: L.3.1c) iii. Form and use regular and irregular verbs. (CCSS: L.3.1d) iv. Form and use the simple (for example: I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e) v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f) vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g) vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h) viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i) ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts | <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> |

**A Correlation of Words Their Way Classroom, ©2019 to the
Colorado Academic Standards for Reading, Writing, and Communicating, Grade 3 (2020)**

| <p align="center">Colorado Academic Standards for Reading, Writing, and Communicating, Grade 3 (2020)</p> | <p align="center">Words Their Way Classroom ©2019</p> |
|---|---|
| <ul style="list-style-type: none"> b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2) i. Capitalize appropriate words in titles. (CCSS: L.3.2a) ii. Use commas in addresses. (CCSS: L.3.2b) iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c) iv. Form and use possessives. (CCSS: L.3.2d) v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) vi. Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f) vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g) | <p>TRG: 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701</p> |
| <ul style="list-style-type: none"> c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3) i. Choose words and phrases for effect. (CCSS: L.3.3a) ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b) | <p><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.</p> |

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| d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) | 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 |
| e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) | 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 |
| f. 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. (CCSS: W.3.6) | <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. |
| g. 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. (CCSS.W.3.10) | 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 |
| Standard 4. Research Inquiry and Design | |
| 1. Gather, interpret, and communicate information discovered during short research projects. | |
| Students Can: | |
| a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) | 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. |

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| b. Interpret and communicate the information learned by developing a brief summary with supporting 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. |
| c. Develop supporting visual information (for example: charts, maps, illustrations, models). | TRG: For supporting content please see: 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. Present a brief report of the research findings to an audience. | <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. |
| e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8) | 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. |