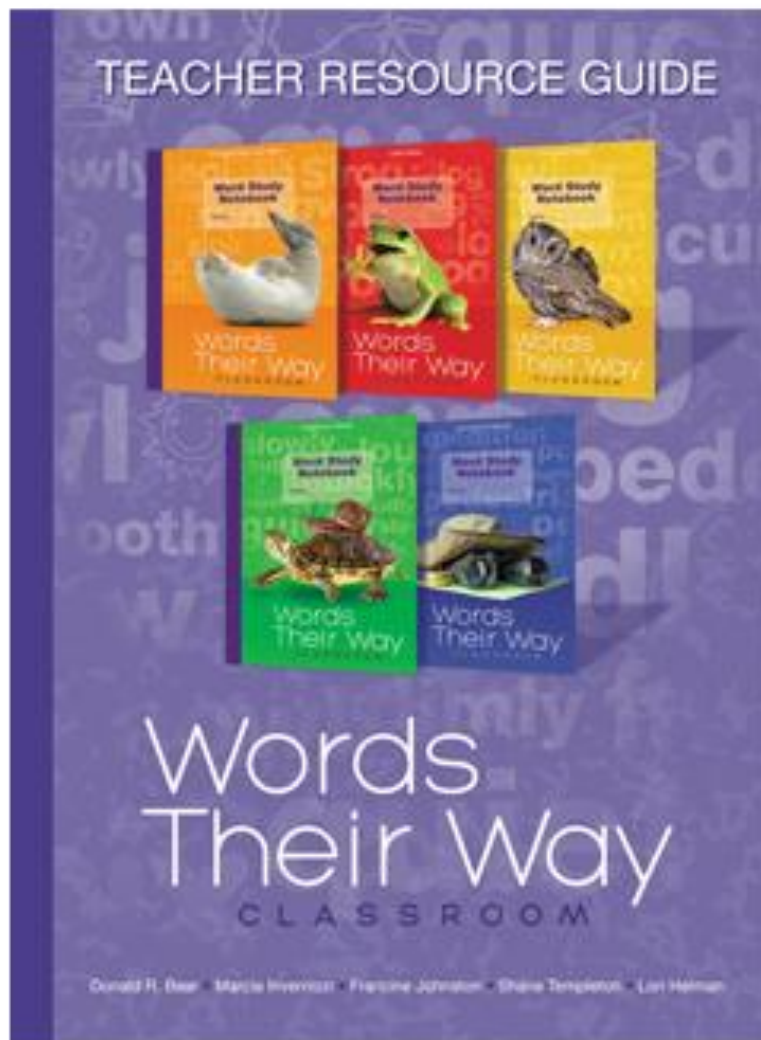


## A Correlation of



## To the Colorado Academic Standards Reading, Writing, and Communicating Kindergarten

**A Correlation of Words Their Way Classroom, ©2019 to the  
Colorado Academic Standards for  
Reading, Writing, and Communicating, Kindergarten (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* carefully 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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<b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b>	<b>Words Their Way Classroom ©2019</b>
<b>Reading, Writing, and Communicating</b>	
<b>Kindergarten</b>	
<b>Standard 1. Oral Expression and Listening</b>	
1. Communicate using verbal and nonverbal language.	
Evidence Outcomes - Students Can:	
<p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p> <p>ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)</p>	<p><b>TRG:</b> 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 with a partner before sharing with the group.</p>
<p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) *</p>	<p><b>TRG:</b> Teachers 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. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *</p>	<p><b>TRG:</b> 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>

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d. Listen with comprehension to follow two-step directions. *	<b>TRG:</b> The structure of each Sort in <i>Words Their Way</i> actively involves students in order to listen and follow directions: <i>Introduce, Model, and Reflect; Practice and Extend; Apply and Assess; Supporting All Learners.</i>
e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *	<b>TRG:</b> 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
2. Develop oral communication skills through a language-rich environment.	
Evidence Outcomes - Students Can:	
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	<b>TRG:</b> 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 as desired to provide additional detail. (CCSS: SL.K.5)	<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. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	<b>TRG:</b> 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,
d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	<b>TRG:</b> 515, 516, 554, 566, 574, 614, 638, 656, 668, 701

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f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
g. Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	<b>TRG:</b> For supporting content please see: 103, 215, 517
h. Use new vocabulary that is directly taught through reading, speaking, and listening. *	<b>TRG:</b> Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Students use the new vocabulary during Practice and Extend as well as in the Supporting All Learners section. Refer to the following examples: 39-40, 45-46, 48-49, 102-103, 114-115, 145-146, 163-164.
i. Relate new vocabulary to prior knowledge. *	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
<b>Standard 2. Reading for All Purposes</b>	
1. Develop and apply the concepts of print and comprehension of literary texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) * ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *	<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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<p>b. Use Craft and Structure to:</p> <p>i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)</p> <p>ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) *</p> <p>iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</p>	<p><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.</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)</p> <p>ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)</p>	<p><b>TRG:</b> 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 Level of Text Complexity to:</p> <p>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)</p>	<p><b>TRG:</b> 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>2. Develop and apply the concepts of print and comprehension of informational texts.</p>	
<p>Evidence Outcomes - Students Can:</p>	
<p>a. Use Key Ideas and Details to:</p> <p>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *</p> <p>ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)</p> <p>iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)</p>	<p><b>TRG:</b> 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"> <li>i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)</li> <li>ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) *</li> <li>iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</li> </ul>	<p><b>TRG:</b> 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"> <li>i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)</li> <li>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</li> <li>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</li> </ul>	<p><b>TRG:</b> 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>d. Use Range of Reading and Level of Text Complexity to:</p> <ul style="list-style-type: none"> <li>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</li> </ul>	<p><b>TRG:</b> 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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3. Develop basic reading skills through the use of foundational skills.	
Evidence Outcomes - Students Can:	
<p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)</p> <ul style="list-style-type: none"> <li>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</li> <li>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) *</li> <li>iii. Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) *</li> <li>iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)*</li> </ul>	<p><b>TRG:</b> 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 129-131, 132-134, 135-137, 138-140, 141-143, 180-182</p> <p>Also, teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach these print awareness standards, 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.K.2)</p> <p>i. Recognize and produce rhyming words. (CCSS: RF.K.2a) *</p> <p>ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *</p> <p>iii. Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *</p> <p>iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d)</p> <p>v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *</p> <p>vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *</p> <p>vii. Identify phonemes for letters. *</p>	<p><b>TRG:</b> 14-16, 17-19, 20-22, 23-25, 26-28, 29-31, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 95-97, 110-112, 113-115, 116-118, 162-164, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345</p>

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<p>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)</p> <ul style="list-style-type: none"> <li>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) *</li> <li>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</li> <li>iii. Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are do, does) CCSS: RF.K.3c)</li> <li>iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) *</li> </ul>	<p><b>TRG:</b> 129-131, 132-134, 135-137, 138-140, 141-143, 228-230, 231-233, 234-236, 237-239, 240-242, 243-245</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>
<p>d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p><b>TRG:</b> Teachers 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>

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<p>e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p> <p>i. Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)</p> <p>ii. Use the most frequently occurring inflections and affixes (for example: ed, -s, re-, un, re-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *</p>	<p><b>TRG:</b> 26, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 298, 346, 425-427, 428-430, 431-433, 569</p>
<p>f. Identify and manipulate sounds.</p> <p>i. Identify and produce groups of words that begin with the same sound (alliteration).</p> <p>ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. *</p>	<p><b>TRG:</b> 109, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345</p>

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<b>Standard 3. Writing and Composition</b>	
1. Write opinions using labels, dictation, and drawing.	
Evidence Outcomes - Students Can:	
a. 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 (for example: My favorite book is...). (CCSS: W.K.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. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	<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 guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.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.
2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.	
Evidence Outcomes - RW.K.3.2	
Students Can:	
a. 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. (CCSS: W.K.2)	<b>TRG:</b> 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	<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

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c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	<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
3. Write real or imagined narratives using labels, dictation, and drawing.	
Evidence Outcomes - Students Can:	
a. 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. (CCSS: W.K.3)	<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
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	<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
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	<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.

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4. Use appropriate mechanics and conventions when creating simple texts.	
Evidence Outcomes - Students Can:	
<p>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)</p> <ul style="list-style-type: none"> <li>i. Print many upper- and lowercase letters. (CCSS: L.K.1a)</li> <li>ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)</li> <li>iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c)</li> <li>iv. Understand and use question words (interrogatives) (for example: &lt;who, what, where, when, why, how). (CCSS: L.K.1d)</li> <li>v. Use the most frequently occurring prepositions (for example: to, from, in, out, on, off, for, of, by with). (CCSS: L.K.1e)</li> <li>vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)</li> </ul>	<p><b>TRG:</b> 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 161, 321, 324, 340, 359, 392, 433, 437-439, 440-442, 443-445, 466, 496, 502, 523, 538, 544, 548, 555, 558, 602, 625, 653, 680, 686</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p> <ul style="list-style-type: none"> <li>i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)</li> <li>ii. Recognize and name end punctuation. (CCSS: L.K.2b)</li> <li>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</li> <li>iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</li> </ul>	<p><b>TRG:</b> 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>

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<b>Standard 4. Research Inquiry and Design</b>	
1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	
Evidence Outcomes - Students Can:	
a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)	<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.
b. Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?)	<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. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about 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.
d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	<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. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).	<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.
f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).	<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.



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

<p style="text-align: center;"><b>Colorado Academic Standards for Reading, Writing, and Communicating (2020)</b></p>	<p style="text-align: center;"><b>Words Their Way Classroom ©2019</b></p>
<p>g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS: W.K.8)</p>	<p><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, 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>