Words Are Wonderful

Correlates to
Arizona State Standards

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Arizona Language Arts Standards by Level: Foundations (Grades 1-3)

Corresponds to Words Are Wonderful Book 1

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

- **R-F1. Use phonetic skills to decode words**
  - PO 1. **Decode words** in context using beginning, middle and final letter/sound relationships

  | WAW Bk 1 Say Words Out Loud/Listen | 29,40,46,52-53,84,86,88,112,116,117,124 |

- **R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections**
  - PO 1. Derive meaning from a written selection using reading/decoding strategies
    - phonetic clues
    - **context clues**
    - picture clues
    - word order
    - **structural analysis** ((e.g., prefixes, suffixes)
    - word recognition

  | WAW Bk 1 Determine Meaning Through Context | 16-17,33,35,54-56,60,66,80,85-86,89,92-93,111-112,120-121,146-147,156,158-159,161,167-168,170,180 |
  | WAW Bk 1 Picture Clues | 70 |
  | WAW Bk 1 Prefix and Suffix | 48,49-50,67-68,98-99,112,119,124,126,130,131-132,133,147,156,161,168,184 |
  | WAW Bk 1 Root Words | 81,82,88,91,93,97,108-109,112,130,147 |
• R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction
  o PO 1. **Draw conclusions** based on the text
  o PO 2. **Restate information** from a reading selection

| WAW Bk 1 Answer Questions - Main Ideas, Critical Thinking, (sentences) | 3,9,15,17,21,30,34,41,42,47,53,59,61,65,73-74,79,80,85,91,97,99,103,105,110,117,119,123,126,129,135,141,143-144,155,161,167,168-169,173,179,185,186 |

• R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature
  o PO 1. **Identify the main idea** and relevant facts in a reading selection
  o PO 2. **Sequence a series of events** from a reading selection

| WAW Bk 1 Answer Questions - Main Ideas, Critical Thinking, (sentences) | 3,9,15,17,21,30,34,41,42,47,53,59,61,65,73-74,79,80,85,91,97,99,103,105,110,117,119,123,126,129,135,141,143-144,155,161,167,168-169,173,179,185,186 |

| WAW Bk 1 Put Events in order | 27,95 |

• R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text
  o PO 3. Describe **structural elements of poetry** (e.g., rhyme, rhythm, repetition)

| WAW Bk 1 Read Poetry | 40,46,47,84,116 |

**STANDARD 2: WRITING**

Students effectively use written language for a variety of purposes and with a variety of audiences.

• W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks
  o PO 1. **Generate topics** through prewriting activities (e.g., brainstorming, **webbing**, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)
<table>
<thead>
<tr>
<th>WAW Bk 1 Word Web</th>
<th>11,37,79,82,87,101,126,156,157</th>
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<tr>
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<td>o PO 4. <strong>Revise draft content</strong> (e.g., organization, relevant details, clarity)</td>
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<tr>
<td>WAW Bk 1 Edit Writing</td>
<td>7,13,19,61,103-104,109,138,170,177,182,183</td>
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<td>o PO 5. Edit revised draft using <strong>resources</strong> (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)</td>
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<tr>
<td>WAW Bk 1 Use a Dictionary</td>
<td>4,5,6,7,10-11,24,30,43,57,62,68,83,86,87,101,144,162</td>
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<tr>
<td>WAW Bk 1 Use a Glossary</td>
<td>118</td>
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<td>• <strong>W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting</strong></td>
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</tbody>
</table>
| o PO 1. **Write a narrative**  
  - establish a beginning, middle and end  
  - use sensory details to describe  
  - OR - |
| o PO 2. **Write a story**  
  - use sensory details to describe setting and characters  
  - develop a story line with a problem and events leading to a solution |
| WAW Bk 1 Writing (paragraphs) | 13,25,31,57,63,69,95,101,133,138,139,145,159,165,171,177 |
Arizona Language Arts Standards by Level: Essentials  (Grades 4-5)

Corresponds to Words Are Wonderful Book 1

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

- **R-E1.** Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print
  
  o **PO 1.** Identify root words

  | WAW Bk 1 Root Words   | 81,82,88,91,93,97,108-109,112,130,147 |

  o **PO 2.** Infer meanings of words in a selection through knowledge of prefixes and suffixes

  | WAW Bk 1 Prefix and Suffix | 48,49-50,67-68,98-99,112,119,124,126,130,131-132,133,147,156,161,168,184 |

  o **PO 3.** Confirm meaning of words using context clues

  | WAW Bk 1 Determine Meaning Through Context | 16-17,33,35,54-56,60,66,80,85-86,89,92-93,111-112,120-121,146-147,156,158-159,161,167-168,170,180 |

- **R-E2.** Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author’s purpose and perspective to comprehend written selections

  o **PO 1.** Identify the main ideas; critical and supporting details; and the author’s purpose, feelings and point of view of the text

  o **PO 3.** Summarize the text in own words (assessed at district level only)

  o **PO 6.** Identify the text in chronological, sequential or logical order

  o **PO 7.** Make an inference using contextual clues
STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

Note: In developing the Essentials Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.

- **W-E1.** Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks

- **W-E2.** Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases
  - PO 1. **Write** a personal experience narrative
    - develop a story line in a sequence that is clear
    - use descriptive words and phrases
  - **OR-**
  - PO 2. **Write a story**
    - develop a story line in a sequence that is clear
    - develop the characters
    - describe the setting
    - use dialog when appropriate
    - use descriptive words and phrases

- **W-E8.** Demonstrate research skills using reference materials such as a dictionary,
encyclopedia and thesaurus to complete effectively a variety of writing tasks

- PO 1. Implement a research strategy that includes
  - selecting appropriate source for a specific research purpose
  - utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
  - writing a paraphrase of information from a source
  - recording relevant information (e.g., notes, graphs, tables) taken from a research source
  - organizing notes and integrating notes into a finished product
    - incorporating notes into a finished product

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