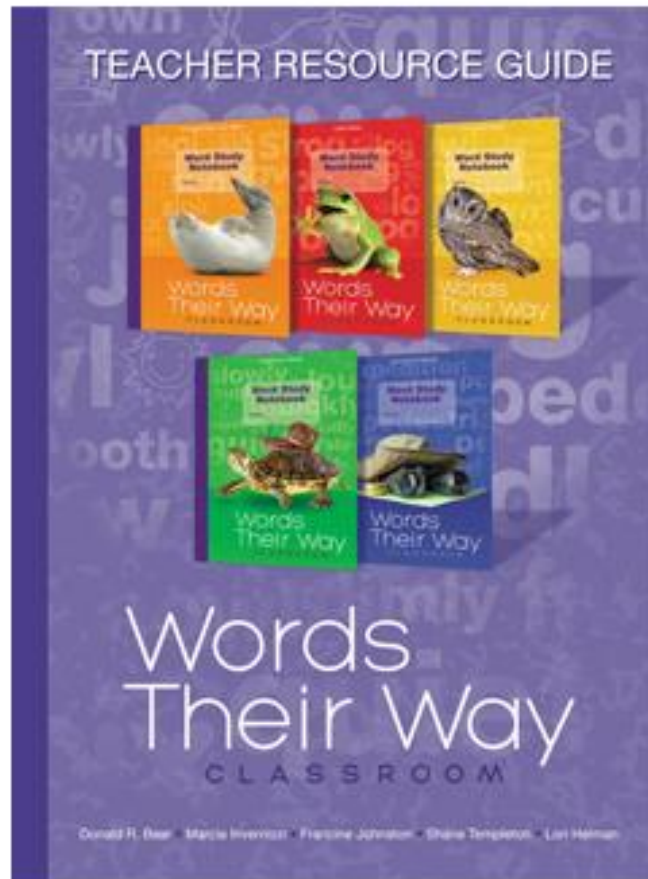


A Correlation of



To

Florida's B.E.S.T. Standards English Language Arts 2020 Grade 1

**A Correlation of Words Their Way Classroom ©2019 to
Florida’s B.E.S.T. Standards: English Language Arts, Grade 1**

Introduction

This correlation demonstrates that the word knowledge students acquire in the new edition of ***Words Their Way Classroom, ©2019*** supports Florida’s B.E.S.T. Standards: English Language Arts. The page numbers listed in this correlation refer to pages in the *Words Their Way Teacher 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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Florida's B.E.S.T. Standards: English Language Arts 2020, Grade 1	Words Their Way Classroom ©2019
Foundational Skills	
ELA.1.F.1 Learning and Applying Foundational Reading Skills	
Print Concepts	
ELA.1.F.1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Phonological Awareness	
ELA.1.F.1.2 Demonstrate phonological awareness.	
ELA.1.F.1.2.a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	For opportunities to address this standard please see: TRG: 165-167, 168-170, 171-173, 174-176, 177-179, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 246-248, 258-260, 373-375, 388-390, 391-393, 422-424
ELA.1.F.1.2.b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	For opportunities to address this standard please see: TRG: 165-167, 168-170, 171-173, 174-176, 177-179, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 246-248, 258-260, 373-375, 422-424
ELA.1.F.1.2.c. Blend single-syllable spoken words with at least five phonemes.	For opportunities to address this standard please see: TRG: 237-239, 240-242, 243-245, 298-300, 301-303, 304-306, 307-309, 310-312
ELA.1.F.1.2.d. Segment single-syllable spoken words with at least five phonemes.	For opportunities to address this standard please see: TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 328-330, 331-333, 334-336, 337-339, 340-342, 343-345
ELA.1.F.1.2.e. Segment and blend phonemes in multi-syllable spoken words.	For opportunities to address this standard please see: 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

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Florida’s B.E.S.T. Standards: English Language Arts 2020, Grade 1	Words Their Way Classroom ©2019
Phonics and Word Analysis	
ELA.1.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	
ELA.1.F.1.3.a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	TRG: 165-167, 168-170, 171-173, 174-176, 177-179, 180-182, 183-185, 189-191, 192-194, 195-197, 198-200, 246-248, 258-260, 373-375, 388-390, 391-393, 422-424
ELA.1.F.1.3.b. Decode simple words with r-controlled vowels.	TRG: 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 491-493, 494-496, 500-502, 503-505
ELA.1.F.1.3.c. Decode and encode regularly spelled one-syllable words.	The standard is met throughout <i>Words Their Way</i> . Refer to the following examples: 237-239, 240-242, 243-245, 298-300, 301-303, 304-306, 307-309, 310-312
ELA.1.F.1.3.d. Decode words with inflectional endings.	TRG: 425-427, 428-430, 431-433, 437-439, 443-445
ELA.1.F.1.3.e. Decode two-syllable words with regular patterns by breaking the words into syllables.	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
ELA.1.F.1.3.f. Decode words that use final –e and vowel teams to make long-vowel sound.	298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 3331-333, 334-336, 337-339, 340-342, 343-345
Fluency	
ELA.1.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
ELA.1.F.1.4.a. Recognize and read with automaticity the grade-level sight words.	<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.
Reading	
ELA.1.R.1 Reading Prose and Poetry	
Literary Elements	
ELA.1.R.1.1 Identify and describe the main story elements in a story.	TRG: 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.
Theme	
ELA.1.R.1.2 Identify and explain the moral of a story.	<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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Florida’s B.E.S.T. Standards: English Language Arts 2020, Grade 1	Words Their Way Classroom ©2019
Perspective and Point of View	
ELA.1.R.1.3 Explain who is telling the story using context clues.	<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.
Poetry	
ELA.1.R.1.4 Identify stanzas and line breaks in poems.	<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.
ELA.1.R.2 Reading Informational Text	
Structure	
ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary and therefore this standard lies outside the scope of this program.
Central Idea	
ELA.1.R.2.2 Identify the topic of and relevant details in a text.	TRG: Teachers can evaluate through <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.
Purpose and Perspective	
ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.	TRG: 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.
Argument	
ELA.1.R.2.4 Identify an author’s opinion(s) about the topic.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary and therefore this standard lies outside the scope of this program.
ELA.1.R.3 Reading Across Genres	
Interpreting Figurative Language	
ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).	For opportunities to address this standard please see: TRG: 515-517, 527-529

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Paraphrasing and Summarizing	
ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.	
ELA.1.R.3.2.a. Use main story elements at the beginning, middle, and end for a literary text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary and therefore this standard lies outside the scope of this program.
ELA.1.R.3.2.b. Use topic and important details for an informational text.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary and therefore this standard lies outside the scope of this program.
Comparative Reading	
ELA.1.R.3.3 Compare and contrast two texts on the same topic.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary and therefore this standard lies outside the scope of this program.
Communication	
ELA.1.C.1 Communicating Through Writing	
Handwriting	
ELA.1.C.1.1 Print all upper- and lowercase letters.	For opportunities to address this standard please see: TRG: 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
Narrative Writing	
ELA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	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
Argumentative Writing	
ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	<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.
Expository Writing	
ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.	For opportunities to address this standard please see: TRG: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
Improving Writing	
ELA.1.C.1.5 With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.	<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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ELA.1.C.2 Communicating Orally	
Oral Presentation	
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	Throughout <i>Words Their Way Classroom</i> , students make sentences and share with the teacher, peers and family members. For example: 28, 46, 67, 76, 155, 185, 218, 260, 279, 294, 309, 330, 354, 369, 378, 393, 402, 424, 439, 445, 463, 472, 481, 517, 520, 529, 559, 565, 574, 583, 593, 599, 617, 626, 635, 641, 644, 647, 674, 692, 701
ELA.1.C.3 Following Conventions	
Conventions	
ELA.1.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	TRG: With support from the teacher, students 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
ELA.1.C.4 Researching	
Researching and Using Information	
ELA.1.C.4.1 Participate in research to gather information to answer a question about a single topic.	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.
ELA.1.C.5 Creating and Collaborating	
Multimedia	
ELA.1.C.5.1 Use a multimedia element to enhance oral or written tasks.	This standard is met throughout <i>Words Their Way—Classroom</i> when students share their media with peers and family. Refer to the following examples: 27, 34, 42, 84, 136, 172, 259, 269, 399, 439.
Technology in Communication	
ELA.1.C.5.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.	<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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Vocabulary	
ELA.1.V.1 Finding Meaning	
Academic Vocabulary	
ELA.1.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	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 as well as during <i>Writing Sort</i> , <i>Supporting All Learners</i> activities, and <i>Word Study Notebook</i> . Refer to the following examples: 5, 11, 26, 33, 45, 69, 71, 95, 96, 122, 138, 149, 159, 164, 172, 178, 220, 250, 251, 277, 312, 365, 384, 432, 456, 474, 488, 532, 556, 608.
Morphology	
ELA.1.V.1.2 Identify and use frequently occurring base words and their common inflections in grade-level content.	TRG: 603-605, 606-608, 609-611
Context and Connotation	
ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	For opportunities to address this standard using context and picture clues: TRG: 5-7, 92-94, 95, 177-179, 283-285, 286-288, 289-291, 292-294, 295-297, 279, 386, 486-487, 590 In addition, students use a dictionary throughout <i>Words Their Way</i> . TRG: 303, 318, 333, 348, 360, 366, 387, 408, 414, 417, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 583, 593, 614, 629, 638, 653, 654, 658, 671, 680, 683, 689, 698, 701

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