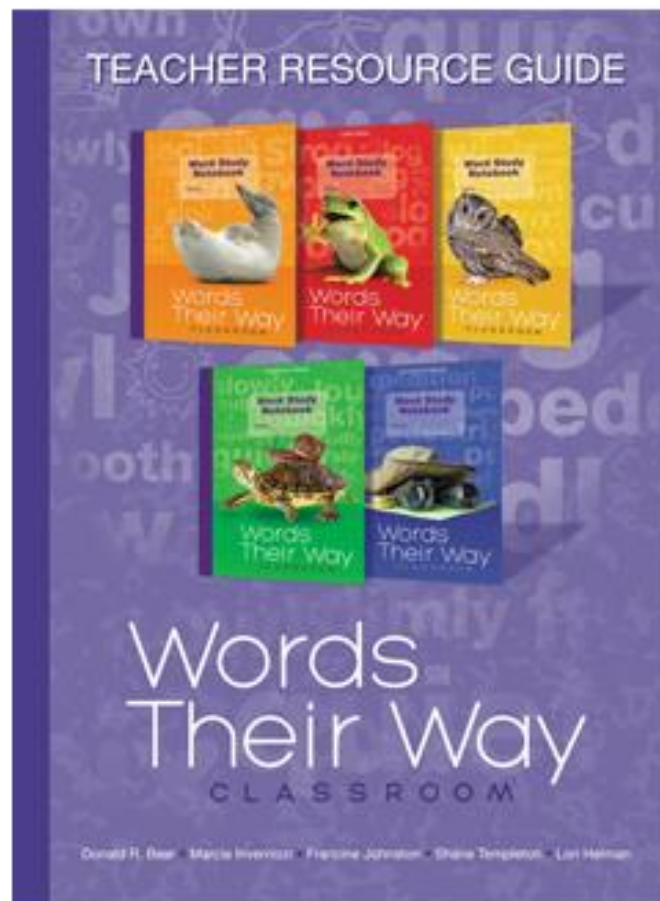


A Correlation of



To

Florida's B.E.S.T. Standards English Language Arts 2020 Grade 2

**A Correlation of Words Their Way to Classroom ©2019 to
Florida's B.E.S.T. Standards: English Language Arts, Grade 2**

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 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 all 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 2	Words Their Way Classroom ©2019
Foundational Skills	
ELA.2.F.1 Applying Foundational Reading Skills	
Phonics and Word Analysis	
ELA.2.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	
ELA.2.F.1.3.a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).	TRG: 328-330, 331-333, 334-336, 337-339, 346-348, 370-372, 373-375, 376-378, 379-381, 382-384, 485-487, 488-490
ELA.2.F.1.3.b Decode regularly spelled two-syllable words with long and short vowels.	TRG: 283-285, 286-288, 289-291, 292-294, 295-297, 298-300, 301-303, 304-306, 307-309, 310-312, 479-481
ELA.2.F.1.3.c Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).	TRG: 298-300, 301-303, 304-306, 307-309, 310-312, 331-333, 337-339, 343-345, 464-466
ELA.2.F.1.3.d Decode words with common prefixes and suffixes.	TRG: 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 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
ELA.2.F.1.3.e Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	TRG: 385-387, 400-402, 548-550, 551-553
Fluency	
ELA.2.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	TRG: Teachers can utilize 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.
Reading	
ELA.2.R.1 Reading Prose and Poetry	
Literary Elements	
ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.	<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.
Theme	
ELA.2.R.1.2 Identify and explain a theme of a literary text.	TRG: Teachers can utilize 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, 40

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Perspective and Point of View	
ELA.2.R.1.3 Identify different characters’ perspectives in a literary text.	<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.2.R.1.4 Identify rhyme schemes 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.2.R.2 Reading Informational Text	
Structure	
ELA.2.R.2.1 Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Central Idea	
ELA.2.R.2.2 Identify the central idea and relevant details in a text.	TRG: Teachers can evaluate through <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.
Purpose and Perspective	
ELA.2.R.2.3 Explain an author’s purpose in an informational text.	<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.
Argument	
ELA.2.R.2.4 Explain an author’s opinion(s) and supporting evidence.	<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.2.R.3 Reading Across Genres	
Interpreting Figurative Language	
ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).	TRG: 167, 86, 87, 109, 143, 170, 464, 533, 575

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Florida's B.E.S.T. Standards: English Language Arts 2020, Grade 2	Words Their Way Classroom ©2019
Paraphrasing and Summarizing	
ELA.2.R.3.2 Retell a text to enhance comprehension.	
ELA.2.R.3.2.a. Use main story elements in a logical sequence for a literary text.	<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.2.R.3.2.b. Use the central idea and relevant details for an informational text.	TRG: Teachers can utilize <i>Words Their Way Classroom Library</i> books read during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
Comparative Reading	
ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.	<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.
Communication	
ELA.2.C.1 Communicating Through Writing	
Handwriting	
ELA.2.C.1.1 Demonstrate legible printing skills.	TRG: When writing stories, explanations, poems, sentences, and additional words activities, students can meet this standard. For examples: 28, 108, 123, 193, 218, 260, 339, 399, 408, 427, 481, 538, 550, 608, 662, 701
Narrative Writing	
ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	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.2.C.1.3 Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	<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.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	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

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Improving Writing	
ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	<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.2.C.2 Communicating Orally	
Oral Presentation	
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	TRG: Throughout <i>Words Their Way—Classroom</i> , students make sentences and share with the teacher, peers and family members. For examples: 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.2.C.3 Following Conventions	
Conventions	
ELA.2.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 can meet this standard when writing sentences. For examples: 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.2.C.4 Researching	
Researching and Using Information	
ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.	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.2.C.5 Creating and Collaborating	
Multimedia	
ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.	TRG: 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.

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Technology in Communication	
ELA.2.C.5.2 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.
Vocabulary	
ELA.2.V.1 Finding Meaning	
Academic Vocabulary	
ELA.2.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. Refer to the following examples: 11, 69, 149, 201, 261, 313, 351, 403, 467, 513, 554, 604, 627, 642.
Morphology	
ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	For supporting content please see: TRG: 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 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
Context and Connotation	
ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	For opportunities to address this standard using context and picture clues please see: 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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