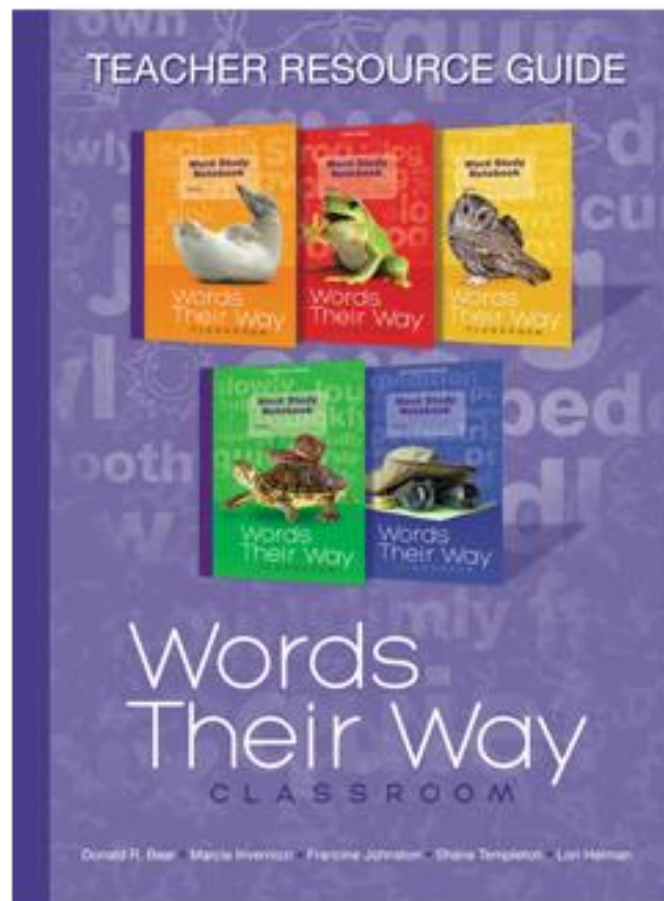


A Correlation of



To

Florida's B.E.S.T. Standards English Language Arts 2020 Grade 3

**A Correlation of Words Their Way to
Florida's B.E.S.T. Standards: English Language Arts, Grade 3**

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 all ELA instructional support. Differentiated instruction and school-home connections maximize learning opportunities.

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Foundational Skills	
ELA.3.F.1 Learning and Applying Foundational Reading Skills	
Phonics and Word Analysis	
ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words.	
ELA.3.F.1.3.a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)	TRG: 621-623, 624-626, 627-629, 639-641, 642-644, 648-650, 651-653, 669-671, 672-674, 675-677, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695
ELA.3.F.1.3.b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).	TRG: 566-568, 572-574, 588-590, 594-596, 597-599, 600-602, 630-632, 633-635, 636-638, 654-656, 657-659, 660-662
ELA.3.F.1.3.c. Decode multisyllabic words.	
Fluency	
ELA.3.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.3.R.1 Reading Prose and Poetry	
Literary Elements	
ELA.3.R.1.1 Explain how one or more characters develop throughout the plot 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.3.R.1.2 Explain a theme and how it develops, using details, 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.
Perspective and Point of View	
ELA.3.R.1.3 Explain 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.

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Poetry	
ELA.3.R.1.4 Identify types of poems: free verse, rhymed verse, haiku, and limerick.	<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.3.R.2 Reading Informational Text	
Structure	
ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	For opportunities to address this standard please see: TRG: 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Central Idea	
ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea 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.3.R.2.3 Explain the development of 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.3.R.2.4 Identify an author's claim and explain how an author uses evidence to support the claim.	<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.3.R.3 Reading Across Genres	
Interpreting Figurative Language	
ELA.3.R.3.1 Identify and explain metaphors, personification, and hyperbole in text(s).	<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.
Paraphrasing and Summarizing	
ELA.3.R.3.2 Summarize a text to enhance comprehension	
ELA.3.R.3.2.a. Include plot and theme 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.

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ELA.3.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.3.R.3.3 Compare and contrast how two authors present information 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.3.C.1 Communicating Through Writing	
Handwriting	
ELA.3.C.1.1 Write in cursive all upper- and lowercase letters.	TRG: When writing stories, explanations, poems, sentences, and additional words activities, students can meet this standard. For example: 28, 108, 123, 193, 218, 260, 339, 399, 408, 427, 481, 538, 550, 608, 662, 701
Narrative Writing	
ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, 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.3.C.1.3 Write opinions about a topic or text, include reasons supported by details from one or more sources, 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.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, 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
Improving Writing	
ELA.3.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.

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ELA.3.C.2 Communicating Orally	
Oral Presentation	
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	<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.3.C.3 Following Conventions	
Conventions	
ELA.3.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 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.3.C.4 Researching	
Researching and Using Information	
ELA.3.C.4.1 Conduct research to answer a question, organizing information about the topic from 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.3.C.5 Creating and Collaborating	
Multimedia	
ELA.3.C.5.1 Use two or more multimedia elements 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.
Technology in Communication	
ELA.3.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	<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.3.V.1 Finding Meaning	
Academic Vocabulary	
ELA.3.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.3.V.1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	TRG: 621-623, 624-626, 627-629, 639-641, 651-653, 675-677, 678-680, 684-686, 693-695, 699-701
Context and Connotation	
ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	TRG: 26, 29, 41, 44, 95, 101, 129, 135, 138, 171, 177, 195, 201, 216, 219, 226, 228, 234, 265, 267, 279, 298, 313, 346, 348, 386, 415, 482, 486-487, 497, 514, 569, 578, 590, 621-623, 624-626, 627-629, 639-641, 675-677, 678-680, 684-686, 693-695

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