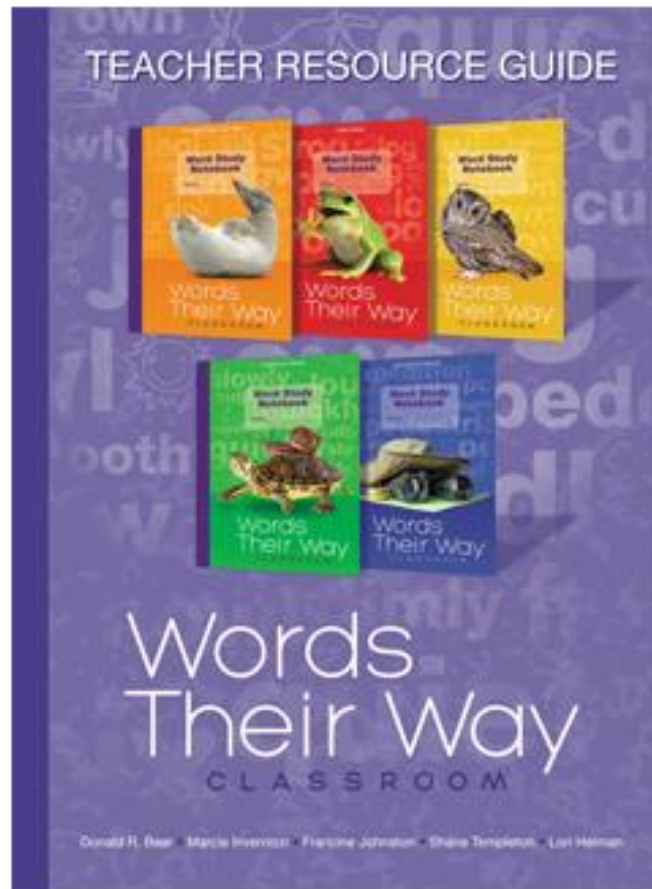


A Correlation of



To

Florida's B.E.S.T. Standards English Language Arts 2020 Grade 4

**A Correlation of Words Their Way to
Florida's B.E.S.T. Standards: English Language Arts, Grade 4**

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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|---|---|
| Foundational Skills | |
| ELA.4.F.1 Learning and Applying Foundational Reading Skills | |
| Phonics and Word Analysis | |
| ELA.4.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. | |
| ELA.4.F.1.3.a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. | TRG: The five developmental stages of word study in <i>Words Their Way</i> : Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations prepare students to meet this learning standard. Teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409. Also, each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development and aids students with decoding words. Also, students work with Additional Words and Additional Words Activity during the Apply and Assess step. Refer to the following examples: 11, 69, 149, 201, 261, 305, 313, 351, 403, 467, 513, 554, 604, 627, 642. |
| Fluency | |
| ELA.4.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.4.R.1 Reading Prose and Poetry | |
| Literary Elements | |
| ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to 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.4.R.1.2 Explain a stated or implied 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. |

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| Perspective and Point of View | |
| ELA.4.R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective 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.4.R.1.4 Explain how rhyme and structure create meaning in a poem. | For opportunities to address this standard please see: TRG: 14, 16, 17, 20, 95, 162 |
| ELA.4.R.2 Reading Informational Text | |
| Structure | |
| ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description 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.4.R.2.2 Explain how relevant details support the central idea, implied or explicit. | 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.4.R.2.3 Explain an author's perspective toward a topic 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.4.R.2.4 Explain an author's claim and the reasons and evidence used 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.4.R.3 Reading Across Genres | |
| Interpreting Figurative Language | |
| ELA.4.R.3.1 Explain how figurative language contributes to meaning 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. |

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| Paraphrasing and Summarizing | |
| ELA.4.R.3.2 Summarize a text to enhance comprehension. | |
| ELA.4.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. |
| ELA.4.R.3.2.b. Include 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.4.R.3.3 Compare and contrast accounts of the same event using primary and/or secondary sources. | <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.4.C.1 Communicating Through Writing | |
| Handwriting | |
| ELA.4.C.1.1 Demonstrate legible cursive writing skills. | 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.4.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. | 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.4.C.1.3 Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. | <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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| Expository Writing | |
| ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. | 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.4.C.1.5 Improve writing 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.4.C.2 Communicating Orally | |
| Oral Presentation | |
| ELA.4.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.4.C.3 Following Conventions | |
| Conventions | |
| ELA.4.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.4.C.4 Researching | |
| Researching and Using Information | |
| ELA.4.C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple valid 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.4.C.5 Creating and Collaborating | |
| Multimedia | |
| ELA.4.C.5.1 Arrange multimedia elements to create emphasis in 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.4.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. |
| Vocabulary | |
| ELA.4.V.1 Finding Meaning | |
| Academic Vocabulary | |
| ELA.4.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.4.V.1.2 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.4.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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