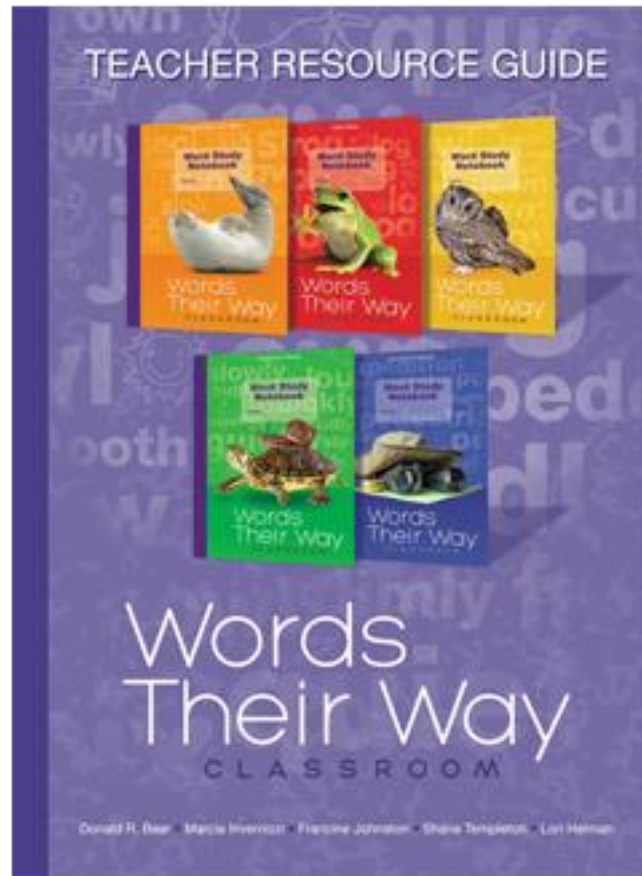


A Correlation of



To

Florida's B.E.S.T. Standards English Language Arts Grade 5

**A Correlation of Words Their Way, ©2019 to
Florida's B.E.S.T. Standards: English Language Arts, Grade 5**

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, Grade 5	Words Their Way ©2019
Foundational Skills	
ELA.5.F.1 Learning and Applying Foundational Reading Skills	
Phonics and Word Analysis	
ELA.5.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.	
ELA.5.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</i> Classroom Library 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.5.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</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
Reading	
ELA.5.R.1 Reading Prose and Poetry	
Literary Elements	
ELA.5.R.1.1 Analyze how setting, events, conflict, and characterization 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.5.R.1.2 Explain the development of stated or implied theme(s) throughout 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.5.R.1.3 Describe how an author develops a character's 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.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem.	For opportunities to address this standard please see: TRG: 14, 16, 17, 20, 95, 162
ELA.5.R.2 Reading Informational Text	
Structure	
ELA.5.R.2.1 Explain how text structures and/or features contribute to the overall 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.5.R.2.2 Explain how relevant details support the central idea(s), 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.5.R.2.3 Analyze an author's purpose and/or perspective 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.5.R.2.4 Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	<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.5.R.3 Reading Across Genres	
Interpreting Figurative Language	
ELA.5.R.3.1 Analyze 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.5.R.3.2 Summarize a text to enhance comprehension.	
ELA.5.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.5.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.5.C.1.1 Compare and contrast primary and secondary sources related to the same topic.	<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.5.C.1 Communicating Through Writing	
Handwriting	
ELA.5.C.1.1 Demonstrate fluent and 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.5.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, 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.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied 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.
Expository Writing	
ELA.5.C.1.4 Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied 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

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Improving Writing	
ELA.5.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.5.C.2 Communicating Orally	
Oral Presentation	
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	<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.5.C.3 Following Conventions	
Conventions	
ELA.5.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.5.C.4 Researching	
Researching and Using Information	
ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and 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.5.C.5 Creating and Collaborating	
Multimedia	
ELA.5.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.
Technology in Communication	
ELA.5.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.5.V.1 Finding Meaning	
Academic Vocabulary	
ELA.5.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.5.V.1.2 Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, 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.5.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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