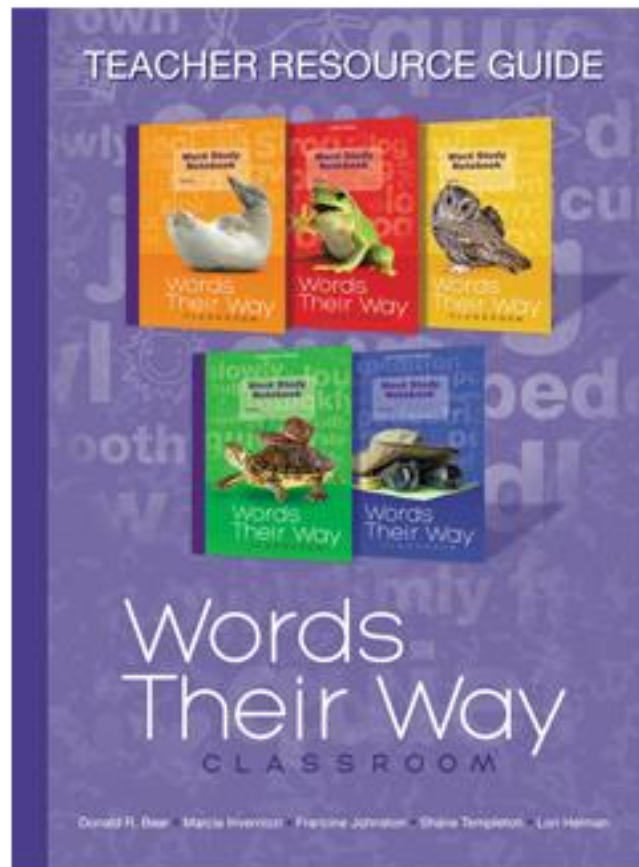


## A Correlation of



To

## Florida's B.E.S.T. Standards English Language Arts Kindergarten

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

**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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<b>Foundational Skills</b>	
<b>ELA.K.F.1 Learning and Applying Foundational Reading Skills</b>	
<b>Print Concepts</b>	
ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.	
ELA.K.F.1.1.a Locate a printed word on a page.	<b>TRG:</b> Teachers can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
ELA.K.F.1.1.b. Distinguish letters from words within sentences.	<b>TRG:</b> Teachers can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
ELA.K.F.1.1.c. Match print to speech to demonstrate that language is represented by print	<b>TRG:</b> 20, 28, 129-131, 132-134, 135-137, 138-140, 141-143
ELA.K.F.1.1.d. Identify parts of a book (front cover, back cover, title page).	For opportunities to address this standard please see: <b>TRG:</b> 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
ELA.K.F.1.1.e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	<b>TRG:</b> Teachers use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400
ELA.K.F.1.1.f. Identify all upper- and lowercase letters of the alphabet.	<b>TRG:</b> 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
ELA.K.F.1.1.g. Recognize that print conveys specific meaning and pictures may support meaning.	<b>TRG:</b> 5, 23, 83, 84, 117, 120
<b>Phonological Awareness</b>	
ELA.K.F.1.2 Demonstrate phonological awareness.	
ELA.K.F.1.2.a. Blend and segment syllables in spoken words.	For opportunities to address this standard please see: <b>TRG:</b> 53, 54, 55
ELA.K.F.1.2.b. Identify and produce alliterative and rhyming words.	<b>TRG:</b> 14-16, 17-19, 20-22, 67, 86, 87, 95-97, 109, 110-112, 143, 162-164, 170

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ELA.K.F.1.2.c. Blend and segment onset and rimes of single-syllable words.	For opportunities to address this standard please see: <b>TRG:</b> 144-146, 147-149, 150-152, 153-155, 156-158, 159-161, 162-164, 201-203, 204-206, 207-209, 210-212, 213-215, 216-218, 219-221, 222-224, 225-227
ELA.K.F.1.2.d. Identify the initial, medial, and final sound of spoken words.	For opportunities to address this standard please see: <b>TRG:</b> 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
ELA.K.F.1.2.e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	<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.K.F.1.2.f. Segment and blend phonemes in single-syllable spoken words.	For opportunities to address this standard please see: <b>TRG:</b> 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333, 337-339, 340-342, 343-345
<b>Phonics and Word Analysis</b>	
ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	
ELA.K.F.1.3.a. Demonstrate knowledge of the most frequent sound for each consonant.	<b>TRG:</b> 23-25, 44-46, 47-49, 50-52, 65-67, 68-70, 71-73, 86-88, 89-91, 92-94, 113-115, 116-118, 129-131, 132-134, 135-137, 138-140, 141-143
ELA.K.F.1.3.b. Demonstrate knowledge of the short and long sounds for the five major vowels.	<b>TRG:</b> 228-230, 231-233, 234-236, 283-285, 286-288, 289-291, 292-294, 295-297
ELA.K.F.1.3.c. Decode consonant-vowel-consonant (CVC) words.	<b>TRG:</b> 237-239, 240-242, 243-245, 298-300, 301-303, 304-306, 307-309, 310-312, 316-318, 319-321, 322-324, 325-327, 331-333
ELA.K.F.1.3.d. Encode consonant-vowel-consonant (CVC) words.	<b>TRG:</b> 237-239, 240-242, 243-245, 298-300, 301-303, 304-306, 307-309, 310-312
<b>Fluency</b>	
ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency 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.

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<b>Reading</b>	
<b>ELA.K.R.1 Reading Prose and Poetry</b>	
<b>Literary Elements</b>	
ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.	<b>TRG:</b> 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.
Perspective and Point of View	
ELA.K.R.1.3 Explain the roles of author and illustrator of a story.	For opportunities to address this standard please see: <b>TRG:</b> 36, 42, 54, 57, 66, 72, 105, 117, 120, 136, 274
Poetry	
ELA.K.R.1.4 Identify rhyme in a poem.	<b>TRG:</b> 14, 16, 17, 20, 95, 113, 162
<b>ELA.K.R.2 Reading Informational Text</b>	
Structure	
ELA.K.R.2.1 Use titles, headings, and illustrations to predict and confirm the topic of texts.	<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.
Central Idea	
ELA.K.R.2.2 Identify the topic of and multiple details in a text.	<b>TRG:</b> 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.
Argument	
ELA.K.R.2.4 Explain the difference between opinions and facts about a 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.
<b>ELA.K.R.3 Reading Across Genres</b>	
Interpreting Figurative Language	
ELA.K.R.3.1 Identify and explain descriptive words in text(s).	For opportunities to address this standard please see: <b>TRG:</b> 515-517, 527-529
Paraphrasing and Summarizing	
ELA.K.R.3.2 Retell a text orally to enhance comprehension:	
ELA.K.R.3.2.a. Use main character(s), setting, and important events for 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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ELA.K.R.3.2.b. Use topic and details for 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.
<b>Comparative Reading</b>	
ELA.K.R.3.3 Compare and contrast characters' experiences in stories.	<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.
<b>Communication</b>	
<b>ELA.K.C.1 Communication Through Writing</b>	
<b>Handwriting</b>	
ELA.K.C.1.1 Print many upper- and lowercase letters.	For opportunities to address this standard please see: <b>TRG:</b> 32-34, 35-37, 56-58, 59-61, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124
<b>Narrative Writing</b>	
ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	<b>TRG:</b> 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
<b>Argumentative Writing</b>	
ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	<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.
<b>Expository Writing</b>	
ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	<b>TRG:</b> 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
<b>Improving Writing</b>	
ELA.K.C.1.5 With guidance and support from adults, improve drawing and 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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<b>ELA.K.C.2 Communicating Orally</b>	
Oral Presentation	
ELA.K.C.2.1 Present information orally using complete sentences.	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
<b>ELA.K.C.3 Following Conventions</b>	
Conventions	
ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<b>TRG:</b> 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
<b>ELA.K.C.4 Researching</b>	
Researching and Using Information	
ELA.K.C.4.1 Recall information to answer a question about a single topic.	<b>TRG:</b> 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
<b>ELA.K.C.5 Creating and Collaborating</b>	
Multimedia	
ELA.K.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.



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<b>Vocabulary</b>	
<b>ELA.K.V.1 Finding Meaning</b>	
Academic Vocabulary	
ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	<b>TRG:</b> 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.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.	<b>TRG:</b> 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.
Context and Connotation	
ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	<b>TRG:</b> 5-7, 8-10, 11-13, 14-16, 38-40, 62-73, 83-85, 101-103

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