



# Florida ELA B.E.S.T. and LAFS Standards Alignment to Florida Raz-Plus Resources

## K-5

This document shows a sample of how the Florida ELA Standards (B.E.S.T. and LAFS) correlate with Florida Raz-Plus resources, including the Literacy Curriculum Map.



# Florida ELA B.E.S.T. and LAFS Standards: Grade K

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Print concepts	<b>ELA.K.F.1.1 - Demonstrate knowledge of the basic concepts of print</b>		Concepts About Print	See resources for A–F below.
	a. Locate a printed word on a page.		Concepts About Print   Identify parts of a book	<a href="#">Leveled Book: Carlos Counts Kittens (Level A)</a> <a href="#">Leveled Book: Gracie's Nose (Level B)</a>
	b. Distinguish letters from words within sentences.	LAFS.K.RF.1.1.b - Recognize that spoken words are represented in written language by specific sequences of letters.	Concepts About Print   Identify parts of a book	<a href="#">Leveled Book: In and Out (Level A)</a> <a href="#">Leveled Book: We Pack a Picnic (Level B)</a>
	c. Match print to speech to demonstrate that language is represented by print.		Concepts About Print   Identify parts of a book	<a href="#">Read-Aloud: Happy Cat and the Hats</a> <a href="#">Read-Aloud: Bears and Beans</a>
	d. Identify parts of a book (front cover, back cover, title page).	LAFS.K.RI.2.5 - Identify the front cover, back cover, and title page of a book.	Concepts About Print   Identify parts of a book Concepts About Print   Tracking	<a href="#">Leveled Book: The Book (Level aa)</a> <a href="#">Leveled Book: After School (Level B)</a>
	e. Move top to bottom and left to right on the printed page, returning to the beginning of the next line.	LAFS.K.RF.1.1.a - Follow words from left to right, top to bottom, and page by page.	Concepts About Print   Identify parts of a book Concepts About Print   Tracking	<a href="#">Leveled Book: How Many Wheels? (Level C)</a> <a href="#">Leveled Book: Allie and Ollie (Level C)</a>
	f. Identify all upper- and lowercase letters of the alphabet.	LAFS.K.RF.1.1.d - Recognize and name all upper- and lowercase letters of the alphabet.	Phonics   Alphabet letters Writing   Handwriting	<a href="#">Alphabet Book: Letter A</a> <a href="#">Alphabet Book: Letter B</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade K *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Phonological awareness	<b>ELA.K.F.1.2 - Demonstrate phonological awareness.</b>		Phonological Awareness	See resources for A–E below.
	a. Blend and segment syllables in spoken words.	LAFS.K.RF.2.2.b - Count, pronounce, blend, and segment syllables in spoken words.	Phonological Awareness   Syllable blending Phonological Awareness   Syllable segmentation	<a href="#">Leveled Book: Summer (Level aa)</a> <a href="#">Leveled Book: Go Away, Lily (Level C)</a>
	b. Identify and produce alliterative and rhyming words.	LAFS.K.RF.2.2.a - Recognize and produce rhyming words.	Phonological Awareness   Syllable segmentation Phonological Awareness   Syllable segmentation	<a href="#">Leveled Book: He Runs (Level A)</a> <a href="#">Leveled Book: There Is a Mouse in the House (Level C)</a>
	c. Blend and segment onset and rimes of single-syllable words.	LAFS.K.RF.2.2.b - Count, pronounce, blend, and segment syllables in spoken words.	Phonological Awareness   Phoneme blending Phonological Awareness   Phoneme segmentation	<a href="#">Leveled Book: What I Want (Level C)</a> <a href="#">Phonological Awareness Lessons: Lessons 6–15</a>
	d. Identify the initial, medial, and final sound of spoken words.	LAFS.K.RF.2.2.e - Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.	Phonological Awareness   Consonant Sounds: Final Phonological Awareness   Consonant Sounds: Initial Phonological Awareness   Medial vowel sounds	<a href="#">Phonological Awareness Lessons: Lessons 6–20</a> <a href="#">Leveled Book: The Woodsy Band Jam (Level C)</a>
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	LAFS.K.RF.2.2.b - Count, pronounce, blend, and segment syllables in spoken words.	Phonological Awareness   Phoneme addition Phonological Awareness   Phoneme deletion	<a href="#">Phonological Awareness Lessons: Lessons 21–30</a> <a href="#">Phonics Center: Word Family Sort</a>	

# Florida ELA B.E.S.T. and LAFS Standards: **Grade K** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Phonics / Word analysis	<b>ELA.K.F.1.3 - Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</b>		Phonics	See resources for A–D below.
	a. Demonstrate knowledge of the most frequent sound for each consonant.	LAFS.K.RF.3.3.a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Phonics   Consonants	<a href="#">Sound / Symbol Book: Consonant Letter P</a> <a href="#">Sound / Symbol Book: Consonant Letter D</a>
	b. Demonstrate knowledge of the short and long sounds for the five major vowels.	LAFS.K.RF.3.3.b - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Phonics   Short vowels Phonics   VCe long vowels	<a href="#">Sound / Symbol Book: Long O</a> <a href="#">Decodable Book: Did It Fit?</a>
	c. Decode consonant-vowel-consonant (CVC) words.	LAFS.K.RF.2.2.d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Phonics   Decode words Phonological Awareness   Consonant Sounds: Final Phonological Awareness   Consonant Sounds: Initial Phonological Awareness   Medial vowel sounds	<a href="#">Decodable Book: Get the Pets</a> <a href="#">Phonics Centers: Word Family Sort</a>
d. Encode consonant-vowel-consonant (CVC) words	LAFS.K.RF.2.2.d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Phonological Awareness   Consonant Sounds: Final Phonological Awareness   Consonant Sounds: Initial Phonological Awareness   Medial vowel sounds	<a href="#">Phonics Centers: Short Vowel Sort</a> <a href="#">Phonogram Flashcards</a>	
Foundational Skills: Fluency	<b>ELA.K.F.1.4 - Recognize and read with automaticity grade-level high-frequency words</b>		Fluency   Accuracy, rate, and expression	<a href="#">High-Frequency Word Book: A Park</a> <a href="#">High-Frequency Word Book: I Can See</a>
Reading: Poetry and prose, literary elements	<b>ELA.K.R.1.1 - Describe the main characters, setting, and important events in a story.</b>		Comprehension   Story elements	<a href="#">Leveled Book: Sherman Sure Is Shy (Level C)</a> <a href="#">Leveled Book: The Mall (Level A)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade K *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Reading: Poetry and prose, perspective and point of view	<b>ELA.K.R.1.3 - Explain the roles of author and illustrator of a story.</b>		Concepts About Print   Identify parts of a book	<a href="#">Leveled Book: What Animals Eat (Level C)</a> <a href="#">Leveled Book: All About Spiders (Level C)</a>
Reading: Poetry and prose, poetry	<b>ELA.K.R.1.4 - Identify rhyme in a poem.</b>		Phonological Awareness   Rhyme	<a href="#">Nursery Rhyme: Little Miss Muffet</a> <a href="#">Nursery Rhyme: Jack and Jill</a>
Reading: Informational text, structure	<b>ELA.K.R.2.1 - Use titles, headings, and illustrations to predict and confirm the topic of texts.</b>	LAFS.K.RI.3.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Text Features   Text features	<a href="#">Leveled Book: What Animals Eat (Level C)</a> <a href="#">Leveled Book: Get In (Level C)</a>
Reading: Informational text, central idea	<b>ELA.K.R.2.2 - Identify the topic of and multiple details in a text.</b>	LAFS.K.RI.1.1 - With prompting and support, ask and answer questions about key details in a text. LAFS.K.RI.1.2 - With prompting and support, identify the main topic and retell key details of a text. LAFS.K.RI.3.8 - With prompting and support, identify the reasons an author gives to support points in a text. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: Animal Sounds (Level B)</a> <a href="#">Leveled Book: All About Earthworms (Level C)</a>
Reading: Informational text, argument	<b>ELA.K.R.2.4 - Explain the difference between opinions and facts about a topic.</b>		Comprehension   Fact or opinion	<a href="#">Leveled Book: Healthy Snacks (Level B)</a> <a href="#">Leveled Book: The Pet Rats (Level B)</a>
Reading: Across genres, figurative language	<b>ELA.K.R.3.1 - Identify and explain descriptive words in texts.</b>		Text Structure   Text structure	<a href="#">Leveled Book: At the Fair (Level C)</a> <a href="#">Leveled Book: Healthy Snacks (Level B)</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade K** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Reading: Across genres, paraphrase and summarize	<b>ELA.K.R.3.2 - Retell a text orally to enhance comprehension.</b>		Text Structure   Text structure	<a href="#">Leveled Book: I Read a Book (Level B)</a> <a href="#">Leveled Book: In and Out (Level B)</a>
	a. Use main characters, setting, and important events for a story.	LAFS.K.RL.1.3 - With prompting and support, identify characters, settings, and major events in a story.	Comprehension   Sequence events Comprehension   Story elements	<a href="#">Leveled Book: Lazy Lulu (Level B)</a> <a href="#">Leveled Book: The Hungry Goat (Level B)</a>
	b. Use topic and details for an informational text.	LAFS.K.RI.1.1 - With prompting and support, ask and answer questions about key details in a text. LAFS.K.RI.1.2 - With prompting and support, identify the main topic and retell key details of a text. LAFS.K.RI.3.8 - With prompting and support, identify the reasons an author gives to support points in a text. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: Rainforest Animals (Level aa)</a> <a href="#">Leveled Book: Tools (Level C)</a>
Reading: Across genres, comparative reading	<b>ELA.K.R.3.3 - Compare and contrast characters' experiences in stories.</b>	LAFS.K.RL.3.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Comprehension   Compare texts	<a href="#">Shared Reading: Ant and Grasshopper (Level 1)</a> <a href="#">Leveled Book: Jack and Lily's Favorite Food (Level C)</a>
Communicating: Writing, handwriting	<b>ELA.K.C.1.1 - Print many upper- and lowercase letters.</b>	LAFS.K.L.1.1.a - Print many upper- and lowercase letters. LAFS.K.L.1.2.c - Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Writing   Handwriting	<a href="#">Writing Center: Letter Formation Practice Sheet</a> <a href="#">Writing Center: Trace and Write</a>
Communicating: Writing, 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>	LAFS.K.W.1.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred; and provide a reaction to what happened. LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Narrative	<a href="#">Writing Center: Doodle, Draw, and Write</a> <a href="#">Writing Center: Wordless Books</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade K** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Writing, 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.</b>	<p>LAFS.K12.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Opinion / Argument	<p><a href="#">Writing Center: Pick a Prompt</a></p> <p><a href="#">Writing Center: Wordless Books</a></p>
Communicating: Writing, expository writing	<b>ELA.K.C.1.4 - Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</b>	<p>LAFS.K.W.1.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LAFS.K12.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	Writing   Informative / Explanatory	<p><a href="#">Writing Center: Doodle, Draw, and Write</a></p> <p><a href="#">Writing Center: Wordless Books</a></p>
Communicating: Writing, 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.</b>	<p>LAFS.K.W.2.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>LAFS.K12.W.2.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	Writing   Editing	<p><a href="#">Writing Center: Trace and Write</a></p> <p><a href="#">Writing Center: Letter Formation Practice Sheet</a></p>
Communicating: Communicating orally, oral presentation	<b>ELA.K.C.2.1 - Present information orally using complete sentences.</b>		Speaking & Listening   Express and present ideas	<p><a href="#">Writing Center: Doodle, Draw, and Write</a></p> <p><a href="#">Fluency Center: Using Different Voices</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade K** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Following conventions, conventions	<b>ELA.K.C.3.1 - Begin each sentence with a capital letter and use ending punctuation.</b>	LAFS.K.L.1.2.a - Capitalize the first word in a sentence and the pronoun <i>I</i> .	Grammar & Word Work	<a href="#">Leveled Book: Beach Fun (Level B)</a> <a href="#">Leveled Book: Abby and Zots (Level C)</a>
		LAFS.K.L.1.2.d - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
		LAFS.K12.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	Convention Skill Progression (M) - Capitalize the days of the week, the months of the year, and the pronoun <i>I</i> .		Grammar & Word Work   Capitalization	<a href="#">Leveled Book: Firefly (Level B)</a> <a href="#">Leveled Book: The Rainstorm (Level A)</a>
	Convention Skill Progression (M) - Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> .		Grammar & Word Work   Nouns	<a href="#">Leveled Book: Valentine's Day Gifts (Level aa)</a> <a href="#">Leveled Book: Pairs (Level C)</a>
	Convention Skill Progression (M) - Use interrogatives to ask questions.		Grammar & Word Work   Question words	<a href="#">Leveled Book: Get In (Level C)</a> <a href="#">Leveled Book: I Won't (Level C)</a>
Communicating: Researching, researching and using information	<b>ELA.K.C.4.1 - Recall information to answer a question about a single topic.</b>	LAFS.K.W.3.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Writing   Shared writing	<a href="#">Leveled Book: Apple Tree (Level C)</a> <a href="#">Leveled Book: What Is at the Zoo? (Level C)</a>
		LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
		LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Communicating: Creating and collaborating, multimedia	<b>ELA.K.C.5.1 - Use a multimedia element to enhance oral or written tasks.</b>	LAFS.K.W.2.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Writing   Publishing	<a href="#">Writing Center: Doodle, Draw, and Write</a> <a href="#">Leveled Book: In and Out (Level A)</a>
		LAFS.K12.SL.2.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
		LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		

# Florida ELA B.E.S.T. and LAFS Standards: **Grade K** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.K.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	<p>LAFS.K.L.3.5.c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Vocabulary   Academic, content, and context clues	<p><a href="#">Vocabulary Book: At School</a></p> <p><a href="#">Word Work Center: Finish the Sentence</a></p>
Vocabulary: Finding meaning, morphology	<b>ELA.K.V.1.2 - Ask and answer questions about unfamiliar words in grade-level content.</b>	LAFS.K.L.3.5.c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Vocabulary   Academic, content, and context clues	<p><a href="#">Leveled Book: Baby Animals (Level A)</a></p> <p><a href="#">Leveled Book: The Book (Level aa)</a></p>
Vocabulary: Finding meaning, context and connotation	<b>ELA.K.V.1.3 - Identify and sort common words into basic categories, relating vocabulary to background knowledge.</b>	LAFS.K.L.3.5.a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Grammar & Word Work   Categorize words	<p><a href="#">Word Work Center: Sorting Words</a></p> <p><a href="#">Vocabulary Word Sort: Number / Color</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Print concepts	<b>ELA.1.F.1.1 - Locate the title, table of contents, names of authors and illustrators, and glossary in books.</b>	LAFS.1.RI.2.5 - Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Concepts About Print   Identify parts of a book	<a href="#">Leveled Book: Slow and Slower (Level I)</a> <a href="#">Leveled Book: Whose Tracks Are These? (Level J)</a>
Foundational Skills: Phonological awareness	<b>ELA.1.F.1.2 - Demonstrate phonological awareness.</b>		Phonological Awareness	See resources for A–E below.
	a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.	LAFS.1.RF.2.2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. LAFS.1.RF.2.2.d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness   Phoneme segmentation Phonological Awareness   Consonant Sounds: Final Phonological Awareness   Consonant Sounds: Initial Phonological Awareness   Medial vowel sounds	<a href="#">Phonological Awareness Center: Count the Sounds War</a> <a href="#">Phonological Awareness Lessons: Lessons 16–30</a>
	b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.	LAFS.1.RF.2.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonics   Blend and create words Phonological Awareness   Phoneme blending	<a href="#">Phonological Awareness Lessons: Lessons 11–30</a> <a href="#">Decodable Book: Fran Goes to the Prom</a>
	c. Blend single-syllable spoken words with at least five phonemes.	LAFS.1.RF.2.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonics   Blend and create words Phonological Awareness   Phoneme blending	<a href="#">Decodable Book: Grand Slam Tennis</a> <a href="#">Phonological Awareness Lessons: Lesson 8</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Phonological awareness	d. Segment single-syllable spoken words with at least five phonemes.	LAFS.1.RF.2.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. LAFS.1.RF.2.2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. LAFS.1.RF.2.2.d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness   Phoneme segmentation	<a href="#">Decodable Book: Grand Slam Tennis</a> <a href="#">Phonological Awareness Lessons: Lesson 8</a>
	e. Segment and blend phonemes in multi-syllable spoken words.	LAFS.1.RF.2.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. LAFS.1.RF.2.2.c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. LAFS.1.RF.2.2.d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness   Phoneme blending Phonological Awareness   Phoneme segmentation	<a href="#">Decodable Book: Planet Blip Blop</a> <a href="#">Phonological Awareness Centers: Lessons 16–30</a>
Foundational Skills: Phonics / Word analysis	<b>ELA.1.F.1.3 - Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</b>		Phonics   Word analysis	<a href="#">Decodable Book: Nan and Pap</a> <a href="#">Decodable Book: The Tot and the Pot</a>
	a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.	LAFS.1.RF.2.2.b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. LAFS.1.RF.3.3.a - Know the spelling-sound correspondences for common consonant digraphs.	Phonics   Consonant blends Phonics   Consonant digraphs Phonics   Consonant trigraphs	<a href="#">Decodable Book: Shelly's Shell Shop</a> <a href="#">Decodable Book: The King Lost His Ring</a>
	b. Decode simple words with <i>r</i> -controlled vowels.		Phonics   R-controlled vowels	<a href="#">Decodable Book: The Storm</a> <a href="#">Decodable Book: The Mare and the Hare</a>
	c. Decode and encode regularly spelled single-syllable words.	LAFS.1.RF.3.3.b - Decode regularly spelled single-syllable words.	Phonics   Decode words	<a href="#">Decodable Book: Nan and Pap</a> <a href="#">Decodable Book: The Tot and the Pot</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Foundational Skills: Phonics / Word analysis	d. Decode words with inflectional endings.	LAFS.1.L.3.4.c - Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ). LAFS.1.RF.3.3.f - Read words with inflectional endings.	Grammar & Word Work   Suffixes / Inflectional endings Phonics   Inflectional endings	<a href="#">Decodable Book: Don and Dots</a> <a href="#">Decodable Book: A Toy For Roy</a>
	e. Decode two-syllable words with regular patterns by breaking the words into syllables.	LAFS.1.RF.3.3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. LAFS.1.RF.3.3.e - Decode two-syllable words following basic patterns by breaking the words into syllables.	Phonics   Syllable patterns	<a href="#">Phonological Awareness Lessons: Lessons 11–15</a> <a href="#">Decodable Book: Whisker Bill</a>
	f. Decode words that use final -e and vowel teams to make a long-vowel sound.	LAFS.1.RF.3.3.c - Know final -e and common vowel team conventions for representing long vowel sounds.	Phonics   Long vowel patterns Phonics   VCe long vowels Phonics   Vowel digraphs	<a href="#">Decodable Book: The Nice Mice</a> <a href="#">Decodable Book: Joan's Goats and Moe's Crows</a>
Foundational Skills: Fluency	<b>ELA.1.F.1.4 - Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>		Fluency   Accuracy, automaticity, and inflection	<a href="#">Fluency Practice Passage: A Day at the Beach</a> <a href="#">Fluency Practice Passage: The Pink Lady</a>
	a. Recognize and read with automaticity the grade-level sight words.		Fluency   High-frequency words	<a href="#">High-Frequency Word Book: What Is It?</a> <a href="#">High-Frequency Word Book: Do You Play?</a>
Reading: Poetry and prose, literary elements	<b>ELA.1.R.1.1 - Identify and describe the main story elements in a story.</b>		Comprehension   Story elements	<a href="#">Leveled Book: The Monster Pumpkins (Level I)</a> <a href="#">Leveled Book: The Stonecutter (Level H)</a>
Reading: Poetry and prose, theme	<b>ELA.1.R.1.2 - Identify and explain the moral of a story.</b>		Comprehension   Theme	<a href="#">Leveled Book, The Boy Who Cried "Wolf!" (Level E)</a> <a href="#">Leveled Book, The Camel and the Pig (Level G)</a>
Reading: Poetry and prose, perspective and point of view	<b>ELA.1.R.1.3 - Explain who is telling the story using context clues.</b>	LAFS.1.RL.2.6 - Identify who is telling the story at various points in a text. LAFS.K12.R.2.6 - Assess how point of view or purpose shapes the content and style of a text	Comprehension   Narrative point of view	<a href="#">Leveled Book: Alistair's Night (Level I)</a> <a href="#">Leveled Book: Rent a Llama (Level J)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Reading: Poetry and prose, poetry	<b>ELA.1.R.1.4 - Identify stanzas and line breaks in poems.</b>		Comprehension   Elements of poetry	<a href="#">Poetry: My Stars (Level I)</a> <a href="#">Poetry: The Rabbit (Level H)</a>
Reading: Informational text, structure	<b>ELA.1.R.2.1 - Use text features, including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts.</b>	Text Features   Text features	Text Features   Text features	<a href="#">Leveled Book: Hawaii Volcanoes National Park (Level H)</a> <a href="#">Leveled Book: Hockey (Level I)</a>
Reading: Informational text, central idea	<b>ELA.1.R.2.2 - Identify the topic of and relevant details in a text.</b>	LAFS.1.RI.1.1 - Ask and answer questions about key details in a text. LAFS.1.RI.1.2 - Identify the main topic and retell key details of a text. LAFS.1.RI.2.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. LAFS.1.RI.3.7 - Use the illustrations and details in a text to describe its key ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: All About Coyotes (Level E)</a> <a href="#">Leveled Book: All Kinds of Factories (Level E)</a>
Reading: Informational text, central idea	<b>ELA.1.R.2.2 - Identify the topic of and relevant details in a text.</b>	LAFS.1.RI.3.8 - Identify the reasons an author gives to support points in a text. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: All About Coyotes (Level E)</a> <a href="#">Leveled Book: All Kinds of Factories (Level E)</a>
Reading: Informational text, author's purpose and perspective	<b>ELA.1.R.2.3 - Explain similarities and differences between information provided in visuals and words in an informational text.</b>		Comprehension   Main idea and details	<a href="#">Leveled Book: Cockroaches (Level G)</a> <a href="#">Leveled Book: Slow and Slower (Level I)</a>
Reading: Informational text, argument	<b>ELA.1.R.2.4 - Identify an author's opinions about the topic.</b>		Comprehension   Fact or opinion	<a href="#">Curriculum Skill Pack: Fact or Opinion</a> <a href="#">Leveled Book: Goats are Great! (Level H)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Reading: Across genres, figurative language	<b>ELA.1.R.3.1 - Identify and explain descriptive words and phrases in texts.</b>		Comprehension   Text structure	<a href="#">Leveled Book: Goldilocks and the Other Three Bears (Level I)</a> <a href="#">Leveled Book: Glassblowing (Level F)</a>
Reading: Across genres, paraphrase and summarize	<b>ELA.1.R.3.2 - Retell a text in oral or written form to enhance comprehension.</b>		Comprehension   Main idea and details	<a href="#">Leveled Book: Bonk's New Bike (Level J)</a> <a href="#">Leveled Book: Broken Arm Blues (Level J)</a>
	a. Use main story elements at the beginning, middle, and end for a literary text	LAFS.1.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: The Stonecutter (Level H)</a> <a href="#">Writing Center: Wordless Books</a>
	b. Use topic and relevant details for an informational text.	LAFS.1.RI.1.1 - Ask and answer questions about key details in a text. LAFS.1.RI.1.2 - Identify the main topic and retell key details of a text. LAFS.1.RI.2.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. LAFS.1.RI.3.7 - Use the illustrations and details in a text to describe its key ideas. LAFS.1.RI.3.8 - Identify the reasons an author gives to support points in a text. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: I Live in the City (Level H)</a> <a href="#">Leveled Book: I Am Your New Plant (Level E)</a>
Reading: Across genres, comparative reading	<b>ELA.1.R.3.3 - Compare and contrast two texts on the same topic.</b>	LAFS.1.RI.3.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). LAFS.1.RL.3.9 - Compare and contrast the adventures and experiences of characters in stories. LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Comprehension   Compare and contrast Comprehension   Compare texts	<a href="#">Paired Books: Leveled Book: My Uncle Is a Firefighter (Level J) and Leveled Book: Firefighters (Level J)</a> <a href="#">Paired Books: Leveled Book: Goldilocks and the Three Bears (Level I) and Leveled Book: Goldilocks and the Other Three Bears (Level I)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Writing, handwriting	<b>ELA.1.C.1.1 - Print all upper- and lowercase letters.</b>	LAFS.1.L.1.1.a. - Print all upper- and lowercase letters.	Writing   Handwriting	<a href="#">Writing Center: Letter Formation Practice Sheet</a> <a href="#">Writing Center: Doodle, Draw, and Write</a>
Communicating: Writing, narrative writing	<b>ELA.1.C.1.2 - Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</b>	LAFS.1.W.1.3. - Write narratives that recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. LAFS.K12.W.2.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Narrative	<a href="#">Process Writing Lessons: Narrative</a> <a href="#">Writer's Response: A Seed Grows (Level G)</a>
Communicating: Writing, argumentative writing	<b>ELA.1.C.1.3 - Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</b>	LAFS.1.W.1.1. - Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Writing   Opinion / Argument	<a href="#">Process Writing Lessons: Opinion / Argument</a> <a href="#">Writer's Response: Leveled Book: Bear and Kangaroo (Level E)</a>
Communicating: Writing, expository writing	<b>ELA.1.C.1.4 - Write expository texts about a topic using a source and providing facts and a sense of closure.</b>	LAFS.1.W.1.2. - Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. LAFS.1.W.2.5. - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. LAFS.K12.W.1.2. - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. LAFS.K12.W.2.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Informative / Explanatory	<a href="#">Process Writing Lessons: Informative / Explanatory</a> <a href="#">Writer's Response: Leveled Book: The Food Chain (Level F)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Writing, improving writing	<b>ELA.1.C.1.5 - With guidance and support from adults, improve writing as needed by planning, revising, and editing.</b>	<p>LAFS.1.SL.2.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>LAFS.1.W.2.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>LAFS.K12.W.2.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing   Editing</p> <p>Writing   Planning</p>	<p><a href="#">Process Writing Lessons</a></p> <p><a href="#">Writing Center: Pick a Prompt</a></p>
Communicating: Communicating orally, oral presentation	<b>ELA.1.C.2.1 - Present information orally using complete sentences and appropriate volume.</b>	LAFS.1.SL.2.6. - Produce complete sentences when appropriate to the task and situation.	Speaking & Listening   Express and present ideas	<p><a href="#">Writing Center: Wordless Books</a></p> <p><a href="#">Literature Circles</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Following conventions, conventions	<b>ELA.1.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	LAFS.1.L.1.2.b - Use end punctuation for sentences.	Grammar & Word Work	
		LAFS.1.L.1.2.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
		LAFS.1.L.1.2.e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
		LAFS.K12.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		Convention Skill Progression (M) - Capitalize proper nouns.		
Convention Skill Progression (M) - Form and use simple verb tenses for regular verbs by adding the suffix <i>-ed</i> .		Grammar & Word Work   Verbs	<a href="#">Grammar and Mechanics Center: Verb Tense Sort</a> <a href="#">Word Work Center: Which Inflectional Ending?</a>	
Convention Skill Progression (M) - Form and use complete simple sentences.		Grammar & Word Work   Complete sentences	<a href="#">Writing Center: Making Sentences</a> <a href="#">Leveled Book: I Am Thankful (Level E)</a>	
Convention Skill Progression (M) - Use possessives.		Grammar & Word Work   Apostrophes	<a href="#">Grammar and Mechanics Center: Possessive Noun Sort</a> <a href="#">Leveled Book: Maria's Thanksgiving (Level H)</a>	
Convention Skill Progression (M) - Use subject-verb agreement in simple sentences.		Grammar & Word Work   Subject-verb agreement	<a href="#">Leveled Book: Two Daughters (Level G)</a> <a href="#">Leveled Book: Best Friends Q and U (Level D)</a>	

# Florida ELA B.E.S.T. and LAFS Standards: Grade 1 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Communicating: Researching, researching and using information	<b>ELA.1.C.4.1 - Participate in research to gather information to answer a question about a single topic.</b>	<p>LAFS.1.W.3.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Writing   Research	<p><a href="#">Writer's Response: Leveled Book: The Food Chain (Level F)</a></p> <p><a href="#">Writer's Response: Leveled Book: Hibernation (Level I)</a></p>
Communicating: Creating and collaborating, multimedia	<b>ELA.1.C.5.1 - Use a multimedia element to enhance oral or written tasks.</b>	<p>LAFS.1.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>LAFS.K12.SL.2.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	Writing   Publishing	<p><a href="#">Process Writing Lesson: Transactional</a></p> <p><a href="#">Process Writing Lesson: Informative / Explanatory</a></p>
Communicating: Creating and Collaborating: Technology in communication	<b>ELA.1.C.5.2 - Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</b>	<p>LAFS.1.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>LAFS.K12.SL.2.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	Writing   Publishing	<p><a href="#">Process Writing Lesson: Transactional</a></p> <p><a href="#">Process Writing Lesson: Informative / Explanatory</a></p>
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.1.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	<p>LAFS.1.L.3.5.c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Vocabulary   Academic, content, and context clues	<p><a href="#">Vocabulary Book: Plant Parts</a></p> <p><a href="#">Vocabulary Word Sorts: Topic Sorts</a></p>
Vocabulary: Finding meaning, morphology	<b>ELA.1.V.1.2 - Identify and use frequently occurring base words and their common inflections in grade-level content.</b>	<p>LAFS.1.L.3.4.c - Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>LAFS.1.RF.3.3.f - Read words with inflectional endings.</p>	Grammar & Word Work   Suffixes / Inflectional endings	<p><a href="#">Word Work Center: Prefix Puzzles</a></p> <p><a href="#">Leveled Book: Princess Prefix (Level F)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 1** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	Literacy Curriculum Objective	Resources
Vocabulary: Finding meaning, context and connotation	<b>ELA.1.V.1.3 - Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</b>	<p>LAFS.1.L.3.4.a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LAFS.1.L.3.5.c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>LAFS.1.RF.4.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>LAFS.1.RI.2.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>LAFS.K12.L.2.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>LAFS.K12.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.R.2.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	Vocabulary   Academic, content, and context clues	<p><a href="#">Leveled Book: Ants, Ants, and More Ants (Level G)</a></p> <p><a href="#">Leveled Book: Fire Safety (Level G)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Foundational Skills: Phonics / Word analysis	<b>ELA.2.F.1.3 - Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</b>		Phonics Grammar & Word Work	See resources for A–E below.
	a. Decode words with variable vowel teams (e.g., <i>oo</i> , <i>ea</i> , <i>ou</i> ) and vowel diphthongs (e.g., <i>oi</i> , <i>oy</i> , <i>ow</i> ).	LAFS.2.RF.3.3.b - Know spelling-sound correspondences for additional common vowel teams.	Phonics   Diphthongs Phonics   Variant vowels	<a href="#">Decodable Book: The Clown Who Lost Her Smile</a> <a href="#">Decodable Passage: Variant Vowels</a>
	b. Decode regularly spelled two-syllable words with long and short vowels.	LAFS.2.RF.3.3.c - Decode regularly spelled two-syllable words with long vowels. LAFS.2.W.3.8 - Recall information from experiences or gather information from provided sources to answer a question. LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Grammar & Word Work   Syllable patterns Phonics   Diphthongs	<a href="#">Decodable Book: The Storm</a> <a href="#">Phonics Center: Syllable Pattern Buzz</a>
	c. Decode words with open (e.g., <i>hi</i> , <i>baby</i> , <i>moment</i> ) and closed (e.g., <i>bag</i> , <i>sunshine</i> , <i>chop</i> ) syllables and consonant <i>-le</i> (e.g., <i>purple</i> , <i>circle</i> , <i>stumble</i> ).		Phonics   Open vowels	<a href="#">Decodable Book: JoJo's Yo-Yo</a> <a href="#">Decodable Passage: Open Vowels</a>
	d. Decode words with common prefixes and suffixes.	LAFS.2.L.3.4.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ). LAFS.2.RF.3.3.d - Decode words with common prefixes and suffixes.	Grammar & Word Work   Suffixes / Inflectional endings Grammar & Word Work   Prefixes Phonics   Prefixes	<a href="#">Word Work Center: Fishing for Prefixes</a> <a href="#">Leveled Book: Landon's Pumpkins (Level P)</a>
	e. Decode words with silent letter combinations (e.g., <i>knight</i> , <i>comb</i> , <i>island</i> , <i>ghost</i> ).		Phonics   Silent letters	<a href="#">Decodable Book: The Kind Knight</a> <a href="#">Leveled Book: Ancient Egypt (Level L)</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 2** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Foundational Skills: Fluency	<b>ELA.2.F.1.4 - Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>	LAFS.2.RF.4.4.a - Read on-level text with purpose and understanding. LAFS.2.RF.4.4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Fluency   Accuracy, rate, and expression	<a href="#">Fluency Centers: Fluency Practice Passages</a> <a href="#">Fluency Centers: Reading for Different Punctuation</a>
Reading: Poetry and prose, literary elements	<b>ELA.2.R.1.1 - Identify plot structure and describe the main story elements in a literary text.</b>	LAFS.2.RL.3.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Comprehension   Analyze story elements	<a href="#">Leveled Book: The Legend of Sleepy Hollow (Level P)</a> <a href="#">Leveled Book: The Animal Bridge (Level L)</a>
Reading: Poetry and prose, theme	<b>ELA.2.R.1.2 - Identify and explain a theme of a literary text.</b>	LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Theme	<a href="#">Leveled Book: The Sleeping Dog (Level M)</a> <a href="#">Leveled Book: Crows Share a Pie (Level N)</a>
Reading: Poetry and prose, perspective and point of view	<b>ELA.2.R.1.3 - Identify different characters' perspectives in a literary text.</b>	LAFS.2.RL.1.3 - Describe how characters in a story respond to major events and challenges. LAFS.2.RL.3.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Comprehension   Analyze story elements Comprehension   Compare and contrast	<a href="#">Comprehension Skill Pack: Analyze Character</a> <a href="#">Leveled Book: The Spelling Bee (Level L)</a>
Reading: Poetry and prose, poetry	<b>ELA.2.R.1.4 - Identify rhyme schemes in poems.</b>	LAFS.2.RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Comprehension   Author's voice	<a href="#">Poetry: How Long (Level L)</a> <a href="#">Poetry: Bug Me (Level N)</a>
Reading: Informational text, structure	<b>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.</b>	LAFS.2.L.3.4.e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. LAFS.2.RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. LAFS.2.RI.3.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. LAFS.2.RI.3.9 - Compare and contrast the most important points presented by two texts on the same topic. LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Text Features   Text features	<a href="#">Leveled Book: All About Chocolate (Level O)</a> <a href="#">Leveled Book: Ghost Towns (Level L)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Reading: Informational text, central idea	<b>ELA.2.R.2.2 - Identify the central idea and relevant details in a text.</b>	<p>LAFS.2.RI.1.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>LAFS.2.RI.3.8 - Describe how an author uses reasons to support specific points in a text.</p> <p>LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	Comprehension   Main idea and details	<p><a href="#">Leveled Book: Where We Get Energy (Level K)</a></p> <p><a href="#">Leveled Book: Awesome Ants (Level N)</a></p>
Reading: Informational text, author's purpose and perspective	<b>ELA.2.R.2.3 - Explain an author's purpose in an informational text.</b>	<p>LAFS.2.RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>LAFS.K12.R.2.6 - Assess how point of view or purpose shapes the content and style of a text.</p>	Comprehension   Author's purpose	<p><a href="#">Leveled Book: Animal Discoveries (Level O)</a></p> <p><a href="#">Leveled Book: Blizzards! (Level O)</a></p>
Reading: Informational text, argument	<b>ELA.2.R.2.4 - Explain an author's opinions and supporting evidence.</b>		Comprehension   Author's purpose	<p><a href="#">Comprehension Skill Pack: Fact or Opinion</a></p> <p><a href="#">Leveled Book: Karate (Level L)</a></p>
Reading: Across genres, figurative language	<b>ELA.2.R.3.1 - Identify and explain similes, idioms, and alliteration in texts.</b>	LAFS.2.RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Comprehension   Elements of poetry	<p><a href="#">Leveled Book: Acropolis Adventure (Level P)</a></p> <p><a href="#">Leveled Book: A New Way of Speaking (Level M)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Reading: Across genres, paraphrase and summarize	<b>ELA.2.R.3.2 - Retell a text to enhance comprehension.</b>		Comprehension	See resources for A and B below.
	a. Use main story elements in a logical sequence for a literary text.	LAFS.2.RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Comprehension   Sequence events	<a href="#">Leveled Book: Fall Forward, Spring Back (Level M)</a> <a href="#">Leveled Book: The Animal Bridge (Level O)</a>
	b. Use the central idea and relevant details for an informational text.	LAFS.2.RI.1.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. LAFS.2.RI.3.8 - Describe how an author uses reasons to support specific points in a text. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: Summer Olympics Legends (Level O)</a> <a href="#">Leveled Book: The Day I Couldn't Breathe (Level N)</a>
Reading: Across genres, comparative reading	<b>ELA.2.R.3.3 - Compare and contrast important details presented by two texts on the same topic or theme.</b>	LAFS.2.RI.3.9 - Compare and contrast the most important points presented by two texts on the same topic. LAFS.2.RL.3.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Comprehension   Compare texts	<a href="#">Paired Books: Leveled Book: The Day I Couldn't Breathe (Level N) and Leveled Book: Asthma (Level N)</a> <a href="#">Paired Books: Leveled Book: Dogs at Work (Level P) and Leveled Book: HeroRATS: Rats Who Save Lives (Level O)</a>
Communicating: Writing, handwriting	<b>ELA.2.C.1.1 - Demonstrate legible printing skills.</b>	LAFS.2.L.1.1.a - Demonstrate legible printing skills.	Writing   Handwriting	<a href="#">Writing Center: Letter Formation Practice Sheets</a> <a href="#">Writing Center: Doodle, Draw, and Write</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 2** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Writing, narrative writing	<b>ELA.2.C.1.1 - Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</b>	<p>LAFS.2.W.1.3 - Write narratives that recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings; using temporal words to signal event order; and providing a sense of closure.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Narrative	<a href="#">Process Writing Lesson: Narrative</a> <a href="#">Writing Center: Wordless Books</a>
Communicating: Writing, argumentative writing	<b>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.</b>		Writing   Opinion / Argument	<a href="#">Process Writing Lesson: Opinion / Argument</a> <a href="#">Writing Center: Pick a Prompt</a>
Communicating: Writing, expository writing	<b>ELA.2.C.1.4 - Write expository texts about a topic, using a source and providing an introduction, facts, transitions, and a conclusion.</b>	<p>LAFS.2.W.1.2 - Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.K12.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Informative / Explanatory	<a href="#">Process Writing Lesson: Informative / Explanatory</a> <a href="#">Writing Center: Wordless Books</a>
Communicating: Writing, improving writing	<b>ELA.2.C.1.5 - With guidance and support from adults and feedback from peers, improve writing as needed by planning, revising, and editing.</b>	<p>LAFS.2.W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.K12.W.2.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	Writing   Editing Writing   Peer collaboration Writing   Planning	<a href="#">Process Writing Lesson: Informative/ Explanatory</a> <a href="#">Process Writing Lesson: Opinion / Argument</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Communicating orally, oral presentation	<b>ELA.2.C.2.1 - Present information orally using complete sentences, appropriate volume, and clear pronunciation.</b>	LAFS.2.L.1.1.g - Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). LAFS.2.SL.2.6 - Produce complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.	Speaking & Listening   Express and present ideas	<a href="#">Literature Circles</a> <a href="#">Shared Reading: Birds of the Amazon Rainforest (Level 2)</a>
Communicating: Following conventions, conventions	<b>ELA.2.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	LAFS.2.L.1.2.d - Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i> ).	Grammar & Word Work	
		LAFS.K12.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		Convention Skill Progression (M) - Form plurals <i>-y</i> to <i>-ies</i>	Grammar & Word Work   Plural nouns	<a href="#">Leveled Book: Dragonflies! (Level L)</a> <a href="#">Leveled Book: Celebrating Food and Family (Level N)</a>
		Convention Skill Progression (M) - Use apostrophes to form contractions.	Grammar & Word Work   Apostrophes	<a href="#">Leveled Book: I'd Like to Be (Level K)</a> <a href="#">Grammar and Mechanics Learning Center: Contraction Go Fish</a>
Convention Skill Progression (M) - Use interjections.	Grammar & Word Work   Interjections	<a href="#">Daily Language Practice: Grade 2, Week 32</a> <a href="#">Daily Language Practice: Grade 2, Week 32</a>		
Convention Skill Progression (M) - Appropriately use pronouns.	Grammar & Word Work   Pronouns	<a href="#">Leveled Book: Diabetes and Me (Level L)</a> <a href="#">Leveled Book: Dogs at Work (Level M)</a>		

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Following conventions, conventions	Convention Skill Progression (M) - Use commas in a series.		Grammar & Word Work   Commas	<a href="#">Leveled Book: Bison Came Back (Level L)</a> <a href="#">Leveled Book: Celebrating Ramadan (Level L)</a>
	Convention Skill Progression (M) - Use plural possessives		Grammar & Word Work   Possessives	<a href="#">Leveled Book: Presidents' Day (Level L)</a> <a href="#">Multilevel Book: Acropolis Adventure (Level P)</a>
Communicating: Researching, researching and using information	<b>ELA.2.C.4.1 - Participate in research to gather information to answer a question about a single topic using multiple sources.</b>	LAFS.2.W.3.8 - Recall information from experiences or gather information from provided sources to answer a question. LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing   Research	<a href="#">Process Writing: Informative / Explanatory: Biography</a> <a href="#">Process Writing: Transactional: Informative Speech</a>
Communicating: Creating and collaborating, multimedia	<b>ELA.2.C.5.1 - Use one or more multimedia elements to enhance oral or written tasks.</b>	LAFS.2.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.K12.SL.2.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>
Communicating: Creating and collaborating, technology in communication	<b>ELA.2.C.5.2 - Use digital tools to produce and publish writing individually or with peers and with support from adults.</b>	LAFS.2.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing   Peer collaboration Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.2.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	<p>LAFS.2.L.3.5.a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Vocabulary   Academic, content, and context clues	<a href="#">Vocabulary Word Sorts</a> <a href="#">Leveled Book: Coding Camp (Level N)</a>
Vocabulary: Finding meaning, morphology	<b>ELA.2.V.1.2 - Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</b>	<p>LAFS.2.L.3.4.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>LAFS.2.L.3.4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition/additional</i>).</p> <p>LAFS.2.RF.3.3.d - Decode words with common prefixes and suffixes.</p>	<p>Grammar &amp; Word Work   Suffixes / Inflectional endings</p> <p>Grammar &amp; Word Work   Prefixes</p> <p>Grammar &amp; Word Work   Root words</p>	<a href="#">Word Work Center: Fishing for Prefixes</a> <a href="#">Leveled Book: Daniel Boone (Level P)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 2 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Vocabulary: Finding meaning, context and connotation	<b>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</b>	<p>LAFS.2.L.3.4.a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LAFS.2.L.3.5.a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>LAFS.2.L.3.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., <i>When other kids are happy that makes me happy.</i>)</p> <p>LAFS.2.RF.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>LAFS.2.RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.K12.L.2.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>LAFS.K12.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.R.2.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	Vocabulary   Academic, content, and context clues	<p><a href="#">Leveled Book: The Igloo (Level L)</a></p> <p><a href="#">Leveled Book: Community Government (Level K)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 3

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Foundational Skills: Phonics / Word analysis	<b>ELA.3.F.1.3 - Use knowledge of grade-level phonics and word-analysis skills to decode words.</b>		Grammar & Word Work	See resources below for A–C.
	a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2)	LAFS.3.L.3.4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).	Grammar & Word Work   Root words	<a href="#">Leveled Book: No Sense of Style (Level S)</a> <a href="#">Leveled Book: The Genius of Tesla (Level R)</a>
	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., <i>-ful</i> , <i>-less</i> , <i>-est</i> ).	LAFS.3.L.1.2.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). LAFS.3.L.3.4.b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). LAFS.3.RF.3.3.a - Identify and know the meaning of the most common prefixes and derivational suffixes. LAFS.3.RF.3.3.b - Decode words with common Latin suffixes.	Grammar & Word Work   Suffixes / Inflectional endings	<a href="#">Shared Book: The Mystery of the Sky Stones (Level 3)</a> <a href="#">Shared Book: Flower Power (Level 3)</a>
c. Decode multisyllabic words.	LAFS.3.RF.3.3.c - Decode multisyllable words.	Grammar & Word Work   Multisyllabic words	<a href="#">Decodable Book: Grand Slam Tennis</a> <a href="#">Decodable Book: Shelly's Shell Shop</a>	
Foundational Skills: Fluency	<b>ELA.3.F.1.4 - Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>	LAFS.3.RF.4.4.a - Read on-level text with purpose and understanding.	Fluency   Accuracy, rate, and expression	<a href="#">Fluency Practice Passages: Levels Q–T</a> <a href="#">Reader's Theater Scripts</a>
Reading: Poetry and prose, literary elements	<b>ELA.3.R.1.1 - Explain how one or more characters develop throughout the plot in a literary text.</b>	LAFS.3.RL.1.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Comprehension   Analyze story elements	<a href="#">Comprehension Skill Pack: Analyze Character</a> <a href="#">Leveled Book: Charly Did It (Level R)</a>
Reading: Poetry and prose, theme	<b>ELA.3.R.1.2 - Explain a theme and how it develops, using details, in a literary text.</b>	LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Theme	<a href="#">Leveled Book: The Kid Who Couldn't Save (Level Q)</a> <a href="#">Leveled Book: Murdoch's Path (Level R)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 3 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Reading: Poetry and prose, perspective and point of view	<b>ELA.3.R.1.3 - Explain different characters' perspectives in a literary text.</b>	LAFS.3.RL.1.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Comprehension   Analyze story elements	<a href="#">Comprehension Skill Pack: Analyze Character</a> <a href="#">Leveled Book: Carlos's Puzzle (Level T)</a>
Reading: Poetry and prose, poetry	<b>ELA.3.R.1.4 - Identify types of poems, such as free verse, rhymed verse, haiku, and limerick.</b>		Comprehension   Elements of poetry	<a href="#">Poetry: Poetry Anthology (Level R)</a> <a href="#">Poetry Writing Lessons</a>
Reading: Informational text, structure	<b>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.</b>	LAFS.3.RI.2.5 - Efficiently use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. LAFS.3.RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). LAFS.K12.R.2.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Text Features   Text features Text Structure   Text structure	<a href="#">Comprehension Skill Pack: Cause and Effect</a> <a href="#">Comprehension Skill Pack: Compare and Contrast</a>
Reading: Informational text, central idea	<b>ELA.3.R.2.2 - Identify the central idea and explain how relevant details support that idea in a text.</b>	LAFS.3.RI.1.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Comprehension Skill Pack: Main Idea and Details</a> <a href="#">Leveled Book: The Arctic Seed Vault (Level T)</a>
Reading: Informational text, author's purpose and perspective	<b>ELA.3.R.2.3 - Explain the development of an author's purpose in an informational text.</b>	LAFS.K12.R.2.6 - Assess how point of view or purpose shapes the content and style of a text.	Comprehension   Author's purpose	<a href="#">Comprehension Skill Packs: Author's Purpose (Entertain, Inform, Persuade)</a> <a href="#">Leveled Book: The Super School Bus System (Level R)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 3 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Reading: Informational text, argument	<b>ELA.3.R.2.4 - Identify an author's claim and explain how an author uses evidence to support the claim.</b>	LAFS.K12.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Comprehension   Author's purpose	<a href="#">Argumentation Skill Packs</a> <a href="#">Comprehension Skill Pack: Author's Purpose: Persuade</a>
Reading: Across genres, figurative language	<b>ELA.3.R.3.1 - Identify and explain metaphors, personification, and hyperbole in texts.</b>		Grammar & Word Work   Figurative language, hyperbole	<a href="#">Leveled Book: Morty's Roadside Refreshments (Level R)</a> <a href="#">Poetry: I Had a Little Hen</a>
Reading: Across genres, paraphrase and summarize	<b>ELA.3.R.3.2 - Summarize a text to enhance comprehension.</b>		Comprehension   Summarize	<a href="#">Leveled Book: Alaska: The Last Frontier (Level R)</a> <a href="#">Leveled Book: Zookeeping (Level Q)</a>
	a. Include plot and theme for a literary text.	LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Analyze story elements  Comprehension   Theme	<a href="#">Leveled Book: Mike on Strike! (Level S)</a> <a href="#">Leveled Book: Morty Finds It No Laughing Matter (Level T)</a>
	b. Use the central idea and relevant details for an informational text.	LAFS.3.RI.1.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details  Reading Strategy   Summarize	<a href="#">Leveled Book: Money in the USA (Level T)</a> <a href="#">Leveled Book: Snakebite! (Level S)</a>
Reading: Across genres, comparative reading	<b>ELA.3.R.3.3 - Compare and contrast how two authors present information on the same topic or theme.</b>	LAFS.3.RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.  LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Comprehension   Compare texts	<a href="#">Paired Books: Leveled Book: The Titanic: Lost and Found (Level S) and Leveled Book: Titanic Treasure (Level T)</a>  <a href="#">Paired Books: Leveled Book: Deserts Dry (Level T) and Leveled Book: Desert People (Level T)</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 3** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Writing, handwriting	<b>ELA.3.C.1.1 - Write in cursive all upper- and lowercase letters.</b>	LAFS.3.L.1.1.a - Demonstrate beginning cursive writing skills.	Writing   Cursive	<a href="#">Handwriting: Cursive</a>
Communicating: Writing, Narrative writing	<b>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.</b>	LAFS.3.RI.1.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. LAFS.3.W.1.3.c - Use temporal words and phrases to signal event order. LAFS.3.W.1.3.d - Provide a sense of closure. LAFS.3.W.2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing   Writing: Narrative	<a href="#">Process Writing Lessons: Narrative</a> <a href="#">Writer's Response: Eleventeen (Level Q)</a>
Communicating: Writing, argumentative writing	<b>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.</b>	LAFS.3.W.1.1.a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. LAFS.3.W.1.1.b - Provide reasons that support the opinion. LAFS.3.W.1.1.c - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. LAFS.3.W.2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing   Opinion / Argument	<a href="#">Process Writing Lessons: Opinion / Argument</a> <a href="#">Writer's Response: Coral Reefs (Level Q)</a>
Communicating: Writing, expository writing	<b>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.</b>	LAFS.3.W.1.2.a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. LAFS.3.W.1.2.b - Develop the topic with facts, definitions, and details. LAFS.3.W.1.2.d - Provide a concluding statement or section. LAFS.3.W.2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing   Informative / Explanatory	<a href="#">Process Writing Lessons: Informative / Explanatory</a> <a href="#">Writer's Response: Penguins (Level S)</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 3** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Writing, expository writing	<b>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.</b>	LAFS.K12.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Informative / Explanatory	<a href="#">Process Writing Lessons: Informative / Explanatory</a>  <a href="#">Writer's Response: Penguins (Level S)</a>
Communicating: Writing, improving writing	<b>ELA.3.C.1.5 - With guidance and support from adults and feedback from peers, improve writing as needed by planning, revising, and editing.</b>	LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.  LAFS.K12.W.2.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  LAFS.K12.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Writing   Editing  Writing   Peer collaboration  Writing   Planning	<a href="#">Process Writing Lessons: Informative / Explanatory</a>  <a href="#">Process Writing Lessons: Opinion / Argument</a>
Communicating: Communicating orally, oral presentation	<b>ELA.3.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</b>		Speaking & Listening   Express and present ideas	<a href="#">Argumentation Skill Packs</a>  <a href="#">Literature Circles: Levels Q–T</a>

# Florida ELA B.E.S.T. and LAFS Standards: **Grade 3** *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Following conventions, conventions	<b>ELA.3.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	LAFS.3.L.1.2.e - Use conventional spelling for high-frequency and other studied words, and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	Grammar & Word Work	
		LAFS.3.L.1.2.f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.		
		Convention Skill Progression (M) - Maintain consistent verb tense across paragraphs.	Grammar & Word Work   Verb tense	<a href="#">Leveled Book: Charly's New Year's Resolution (Level R)</a> <a href="#">Leveled Book: Charlene's Sea of Cortez Journals (Level R)</a>
		Convention Skill Progression (M) - Form and use irregular plural nouns.	Grammar & Word Work   Plural nouns	<a href="#">ELL Grammar Pack: Irregular Plural Nouns (Grades 3–5)</a> <a href="#">Leveled Book: The Golden Flute (Level Q)</a>
		Convention Skill Progression (M) - Form and use the progressive and perfect verb tenses.	Grammar & Word Work   Verb tense	<a href="#">Leveled Book: Hillary Clinton (Level R)</a> <a href="#">ELL Grammar Pack: Present-Progressive Statements (Grades 3–5)</a>
		Convention Skill Progression (M) - Use simple modifiers.	Grammar & Word Work   Adjectives	<a href="#">Leveled Book: A New Skyline (Level T)</a> <a href="#">Leveled Book: Strange Plants (Level Q)</a>
		Convention Skill Progression (M) - Use prepositions and prepositional phrases.	Grammar & Word Work   Prepositions	<a href="#">Leveled Book: Animal Discoveries (Level R)</a> <a href="#">Leveled Book: Muhammad Ali (Level T)</a>
		Convention Skill Progression (M) - Form and use compound sentences.	Grammar & Word Work   Compound sentences	<a href="#">Leveled Book: Animals Feel Emotions (Level S)</a> <a href="#">Leveled Book: C is for Canada (Level T)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 3 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Communicating: Following conventions, conventions	Convention Skill Progression (M) - Use quotation marks with dialogue and direct quotations.		Grammar & Word Work   Quotation marks	<a href="#">Leveled Book: Morty and the Walkathon (Level Q)</a> <a href="#">Leveled Book: Mozart (Level R)</a>
	Convention Skill Progression (M) - Use commas to indicate direct address.		Grammar & Word Work   Commas	<a href="#">Leveled Book: Finding the Tome (Level S)</a> <a href="#">Reader's Theater Script: Coyote and Rabbit</a>
Communicating: Researching, researching and using information	<b>ELA.3.C.4.1 - Conduct research to answer a question, organizing information about the topic from multiple sources.</b>	LAFS.3.W.3.7 - Conduct short research projects that build knowledge about a topic. LAFS.3.W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing   Research	<a href="#">Process Writing: Informative / Explanatory: Biography</a> <a href="#">Process Writing: Transactional: Informative Speech</a>
Communicating: Creating and collaborating, multimedia	<b>ELA.3.C.5.1 - Use two or more multimedia elements to enhance oral or written tasks.</b>	LAFS.3.W.2.6. - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. LAFS.K12.SL.2.5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. LAFS.K12.W.2.6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>
Communicating: Creating and collaborating, technology in communication	<b>ELA.3.C.5.2 - Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</b>	LAFS.3.W.2.6. - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. LAFS.K12.W.2.6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing   Peer collaboration Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 3 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resource
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.3.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	<p>LAFS.3.L.2.3.a - Choose words and phrases for effect.</p> <p>LAFS.3.L.3.5.b - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LAFS.3.L.3.6 - Acquire and accurately use conversational, general academic, and domain-specific words and phrases as found in grade-appropriate texts, including those that signal spatial and temporal relationships. (e.g., <i>After dinner that night we went looking for them.</i>)</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Vocabulary   Academic, content, and context clues	<p><a href="#">Vocabulary Word Sorts</a></p> <p><a href="#">Leveled Book: Severe Weather (Level T)</a></p>
Vocabulary: Finding meaning, morphology	<b>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.</b>	<p>LAFS.3.L.1.2.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>LAFS.3.L.3.4.b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>LAFS.3.L.3.4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>LAFS.3.RF.3.3.a - Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LAFS.3.RF.3.3.b - Decode words with common Latin suffixes.</p>	<p>Grammar &amp; Word Work   Suffixes / Inflectional endings</p> <p>Grammar &amp; Word Work   Prefixes</p> <p>Grammar &amp; Word Work   Root words</p>	<p><a href="#">Leveled Book: The WeatherBot Warning (Level Q)</a></p> <p><a href="#">Leveled Book: Money in the USA (Level T)</a></p>
Vocabulary: Finding meaning, context and connotation	<b>ELA.3.V.1.2 - 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.</b>		<p>Grammar &amp; Word Work   Homographs / Multiple-meaning words</p>	<p><a href="#">Leveled Book: Hattie in the Attic (Level Q)</a></p> <p><a href="#">Leveled Book: Making Mosaics (Level S)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Foundational Skills: Phonics / Word analysis	<b>ELA.4.F.1.3 - Use knowledge of grade-level phonics and word-analysis skills to decode words</b>		Fluency   Decoding	<a href="#">Decodable Book: A Good Day for Fishing</a> <a href="#">Leveled Book: Animal Communication (Level V)</a>
	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.	LAFS.4.L.1.2.d - Spell grade-appropriate words correctly, consulting references as needed. LAFS.4.RF.3.3.a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in context and out of context accurately. LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Grammar & Word Work   Syllable patterns Grammar & Word Work   Multisyllabic words	<a href="#">Leveled Book: The World of NASCAR (Level W)</a> <a href="#">Leveled Book: Underground Cities (Level U)</a>
Foundational Skills: Fluency	<b>ELA.4.F.1.4 - Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>	LAFS.4.RF.4.4.a - Read on-level text with purpose and understanding.	Fluency   Accuracy, rate, and expression	<a href="#">Fluency Practice Passages: Levels U–W</a> <a href="#">Reader's Theater Scripts</a>
Reading: Poetry and prose, literary elements	<b>ELA.4.R.1.1 - Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</b>	LAFS.4.RL.1.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). LAFS.4.W.3.9.a - Apply grade 4 reading standards to literature. (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")	Comprehension   Analyze story elements	<a href="#">Leveled Book: Noni's Newspaper (Level U)</a> <a href="#">Leveled Book: The Case of the Vanishing Anasazi (Level V)</a>
Reading: Poetry and prose, theme	<b>ELA.4.R.1.2 - Explain a stated or implied theme and how it develops, using details, in a literary text.</b>	LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Theme	<a href="#">Leveled Book: Yellow Brick Roadies (Level U)</a> <a href="#">Leveled Book: Stories from Asgard: Norse Myths (Level V)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Reading: Poetry and prose, perspective and point of view	<b>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.</b>	<p>LAFS.4.RL.1.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>LAFS.4.RL.2.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>LAFS.4.W.3.9.a - Apply grade 4 reading standards to literature. (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) ”</p> <p>LAFS.K12.R.2.6 - Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Comprehension   Narrative point of view</p> <p>Comprehension   Compare and contrast</p>	<p><a href="#">Leveled Book: Noni and the Copper Captain (Level U)</a></p> <p><a href="#">Reader’s Theater Script: The Mysterious Mr. G</a></p>
Reading: Poetry and prose, poetry	<b>ELA.4.R.1.4 - Explain how rhyme and structure create meaning in a poem.</b>		Comprehension   Elements of poetry	<p><a href="#">Poetry: Ocean Poems (Level U)</a></p> <p><a href="#">Poetry Writing Lessons</a></p>
Reading: Informational text, structure	<b>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.</b>	<p>LAFS.4.RI.2.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>LAFS.4.RI.3.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>LAFS.K12.R.2.5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Text Features   Text features</p> <p>Text Structure   Text structure</p>	<p><a href="#">Comprehension Skill Pack: Problem and Solution</a></p> <p><a href="#">Leveled Book: The Tuskegee Airmen (Level V)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Reading: Informational text, central idea	<b>ELA.4.R.2.2 - Explain how relevant details support the central idea—implied or explicit.</b>	<p>LAFS.4.RI.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.4.RI.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LAFS.4.RI.3.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LAFS.4.W.3.9.b - Apply grade 4 reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”)</p> <p>LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	Comprehension   Main idea and details	<p><a href="#">Comprehension Skill Pack: Main Idea and Details</a></p> <p><a href="#">Leveled Book: How Sound Works (Level U)</a></p>
Reading: Informational text, author’s purpose and perspective	<b>ELA.4.R.2.3 - Explain an author’s perspective toward a topic in an informational text.</b>		Comprehension   Author’s point of view	<p><a href="#">Comprehension Skill Pack: Author’s Purpose (Persuade)</a></p> <p><a href="#">Leveled Book: John Muir (Level V)</a></p>
Reading: Informational text, argument	<b>ELA.4.R.2.4 - Explain an author’s claim and the reasons and evidence used to support the claim.</b>		Comprehension   Author’s purpose	<p><a href="#">Comprehension Skill Pack: Author’s Purpose (Persuade)</a></p> <p><a href="#">Leveled Book: Who Owns the North Pole? (Level V)</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Reading: Across genres, figurative language	<b>ELA.4.R.3.1 - Explain how figurative language contributes to meaning in texts.</b>	LAFS.K12.R.2.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Grammar & Word Work   Figurative language	<a href="#">Leveled Book: Word Smith, Private I (Level V)</a> <a href="#">Poetry: Ocean Poems (Level U)</a>
	<b>ELA.4.R.3.2 - Summarize a text to enhance comprehension.</b>		Comprehension   Summarize	<a href="#">Leveled Book: Alaska: The Last Frontier (Level R)</a> <a href="#">Leveled Book: The United Nations (Level Y)</a>
	a. Include plot and theme for a literary text.	LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Analyze story elements Comprehension   Theme	<a href="#">Leveled Book: Rumpelstiltskin (Level W)</a> <a href="#">Leveled Book: The Hero Maui (Level W)</a>
	b. Include the central idea and relevant details for an informational text	LAFS.4.RI.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LAFS.4.RI.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. LAFS.4.RI.3.8 - Explain how an author uses reasons and evidence to support particular points in a text. LAFS.4.W.3.9.b - Apply grade 4 reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”) LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: Hoofed Animals (Level W)</a> <a href="#">Leveled Book: Taiga (Level W)</a>
Reading: Across genres, comparative reading	<b>ELA.4.R.3.3 - Compare and contrast accounts of the same event using primary and/or secondary sources.</b>		Comprehension   Compare texts	<a href="#">Paired Books: Leveled Book: Mexico’s Fight for Independence (Level V) and Leveled Book: The Battle of the Alamo (Level V)</a> <a href="#">Paired Books: Leveled Book: Frederick Douglass: Forever Free (Level V) and Leveled Book: The Tuskegee Airmen (Level V)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 (cont.)

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Writing, handwriting	<b>ELA.4.C.1.1 - Demonstrate legible cursive writing skills.</b>	LAFS.4.L.1.1.a - Demonstrate legible cursive writing skills.	Writing   Cursive	<a href="#">Cursive Practice Sheets</a>
Communicating: Writing, narrative writing	<b>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.</b>	LAFS.4.W.1.3.b - Use dialogue and description to develop experiences and events or to show the responses of characters to situations. LAFS.4.W.1.3.c - Use a variety of transitional words and phrases to manage the sequence of events. LAFS.4.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Narrative	<a href="#">Process Writing Lessons: Personal Narrative</a> <a href="#">Process Writing Lessons: Fairy Tale</a>
Communicating: Writing, argumentative writing	<b>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.</b>	LAFS.K12.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Opinion / Argument	<a href="#">Process Writing Lessons: Opinion / Argument</a> <a href="#">Argumentation Skill Packs</a>
Communicating: Writing, expository writing	<b>ELA.4.C.1.4 - Write expository texts about a topic using multiple sources, elaboration, and an organizational structure with transitions.</b>	LAFS.4.W.1.2.a - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. LAFS.4.W.1.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. LAFS.4.W.1.2.e - Provide a concluding statement or section related to the information or explanation presented. LAFS.4.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LAFS.K12.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Writing   Informative / Explanatory	<a href="#">Process Writing Lessons: Biography</a> <a href="#">Process Writing Lessons: Essay: Compare and Contrast</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Writing, improving writing	<b>ELA.4.C.1.5 - With guidance and support from adults and feedback from peers, improve writing by planning, revising, and editing.</b>	<p>LAFS.4.W.2.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>LAFS.K12.W.2.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing   Editing</p> <p>Writing   Peer collaboration</p> <p>Writing   Planning</p>	<p><a href="#">Process Writing Lessons: Biography</a></p> <p><a href="#">Process Writing Lessons: Essay: Compare and Contrast</a></p>
Communicating: Communicating orally, oral presentation	<b>ELA.4.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</b>	<p>LAFS.4.SL.2.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Speaking &amp; Listening   Express and present ideas</p>	<p><a href="#">Argumentation Skill Packs</a></p> <p><a href="#">Literature Circles: Levels U–W</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Following conventions, conventions	<b>ELA.4.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	LAFS.4.L.1.2.a - Use correct capitalization.	Grammar & Word Work	
		LAFS.4.L.1.2.d - Spell grade-appropriate words correctly, consulting references as needed.		
		LAFS.4.L.2.3.b - Choose punctuation for effect.		
		LAFS.K12.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	Convention Skill Progression (M) - Use subject-verb agreement with intervening clauses and phrases.	LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Grammar & Word Work   Subject-verb agreement	<a href="#">Leveled Book: 1849: The California Gold Rush (Level U)</a> <a href="#">Leveled Book: Book of Blood (Level V)</a>
	Convention Skill Progression (M) - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Grammar & Word Work   Complete sentences	<a href="#">Leveled Book: The Sun, Earth, and Moon (Level U)</a> <a href="#">Leveled Book: The Battle of the Alamo (Level V)</a>
	Convention Skill Progression (M) - Use conjunctions.		Grammar & Word Work   Conjunctions	<a href="#">Leveled Book: Bullying Hurts Everyone (Level V)</a> <a href="#">Leveled Book: Eclipses (Level V)</a>
Communicating: Researching, researching and using information	<b>ELA.4.C.4.1 - Conduct research to answer a question, organizing information about the topic using multiple valid sources.</b>	LAFS.4.W.3.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Writing   Research	<a href="#">Process Writing Lesson: Informative / Explanatory: Biography</a> <a href="#">Process Writing Lesson: Transactional: Informative Speech</a>
		LAFS.4.W.3.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		
		LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
		LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
		LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.		

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Creating and collaborating, multimedia	<b>ELA.4.C.5.1 - Arrange multimedia elements to create emphasis in oral or written tasks</b>	LAFS.K12.SL.2.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>
Communicating: Creating and collaborating, technology in communication	<b>ELA.4.C.5.2 - Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</b>	LAFS.4.W.2.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing   Peer collaboration Writing   Publishing	<a href="#">Process Writing: Transactional: Friendly Email</a> <a href="#">Process Writing: Transactional: Weblog Entry</a>
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.4.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	LAFS.4.L.2.3.a - Choose words and phrases to convey ideas precisely. LAFS.4.L.2.3.c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). LAFS.4.L.3.6 - Acquire and accurately use general academic and domain-specific words and phrases as found in grade-level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Vocabulary   Academic, content, and context clues	<a href="#">Vocabulary Word Sorts</a> <a href="#">Leveled Book: Atlantic Crossing (Level W)</a>
Vocabulary: Finding meaning, academic vocabulary	<b>ELA.4.V.1.1 - Use grade-level academic vocabulary appropriately in speaking and writing.</b>	LAFS.4.SL.2.6 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to the task and situation. LAFS.4.W.1.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic. LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary   Academic, content, and context clues	<a href="#">Vocabulary Word Sorts</a> <a href="#">Leveled Book: Atlantic Crossing (Level W)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 4 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Vocabulary: Finding meaning, morphology	<b>ELA.4.V.1.2 - Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</b>	LAFS.4.L.3.4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ). LAFS.4.RF.3.3.a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in context and out of context accurately.	Grammar & Word Work   Prefixes Grammar & Word Work   Root words Grammar & Word Work   Suffixes / Inflectional endings	<a href="#">Leveled Book: A Place for Wild Things (Level W)</a> <a href="#">Leveled Book: Polynesia (Level V)</a>
Vocabulary: Finding meaning, context and connotation	<b>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.</b>	LAFS.4.L.1.1.h - Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	Grammar & Word Work   Homographs / Multiple-meaning words	<a href="#">Leveled Book: Nelson Mandela (Level W)</a> <a href="#">Leveled Book: Mummies (Level W)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Foundational Skills: Phonics / Word analysis	<b>ELA.5.F.1.3 - Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</b>		Phonics   Decoding	<a href="#">Leveled Book: Biomimicry (Level Z1)</a> <a href="#">Leveled Book: The World of NASCAR (Level W)</a>
	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.	LAFS.5.L.1.2.e - Spell grade-appropriate words correctly, consulting references as needed. LAFS.5.RF.3.3.a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in context and out of context accurately. LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Grammar & Word Work   Multisyllabic words Grammar & Word Work   Syllable patterns	<a href="#">Leveled Book: The Bones of a King (Level Y)</a> <a href="#">Leveled Book: Crowdsourcing (Level Z)</a>
Foundational Skills: Fluency	<b>ELA.5.F.1.4 - Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b>	LAFS.5.RF.4.4.a - Read on-level text with purpose and understanding.	Fluency   Accuracy, rate, and expression	<a href="#">Fluency Practice Passages: Levels X–Z</a> <a href="#">Reader’s Theater Scripts</a>
Reading: Poetry and prose, literary elements	<b>ELA.5.R.1.1 - Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.</b>	LAFS.5.RL.1.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Comprehension   Analyze story elements Comprehension   Problem and solution	<a href="#">Comprehension Skill Pack: Analyze Setting</a> <a href="#">Leveled Book: Miltie Math-head Takes the Mound (Level Y)</a>
Reading: Poetry and prose, theme	<b>ELA.5.R.1.2 - Explain the development of stated or implied themes throughout a literary text.</b>	LAFS.5.RL.1.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Theme	<a href="#">Leveled Book: The Zoo of Extinct Animals (Level Z1)</a> <a href="#">Leveled Book: The Raven (Level Z2)</a>
Reading: Poetry and prose, perspective and point of view	<b>ELA.5.R.1.3 - Describe how an author develops a character’s perspective in a literary text.</b>	LAFS.5.RL.1.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Comprehension   Analyze story elements Comprehension   Problem and solution	<a href="#">Leveled Book: Alien Collective III: Transition (Level Z)</a> <a href="#">Comprehension Skill Pack: Analyze Character</a>
Reading: Poetry and prose, poetry	<b>ELA.5.R.1.4 - Explain how figurative language and other poetic elements work together in a poem.</b>		Comprehension   Elements of poetry	<a href="#">Poetry Writing Lessons</a> <a href="#">Leveled Book: The Raven (Level Z2)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Reading: Informational text, structure	<b>ELA.5.R.2.1 - Explain how text structures and/or features contribute to the overall meaning of texts.</b>		Text Features   Text features	<a href="#">Comprehension Skill Pack: Compare and Contrast</a> <a href="#">Leveled Book: Building a Nation (Level Z1)</a>
Reading: Informational text, central idea	<b>ELA.5.R.2.2 - Explain how relevant details support the central ideas—implied or explicit.</b>	LAFS.5.RI.1.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. LAFS.5.RI.3.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. LAFS.5.W.3.9.b - Apply grade 5 reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.”) LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Comprehension Skill Pack: Main Idea and Details</a> <a href="#">Leveled Book: The Amazing Brain (Level Y)</a>
Reading: Informational text, author’s purpose and perspective	<b>ELA.5.R.2.3 - Analyze an author’s purpose and/or perspective in an informational text.</b>		Comprehension   Author’s purpose	<a href="#">Comprehension Skill Pack: Author’s Purpose (Entertain, Inform, Persuade)</a> <a href="#">Leveled Book: Anne Frank (Level Z)</a>
Reading: Informational text, argument	<b>ELA.5.R.2.4 - Track the development of an argument, identifying the specific claims, evidence, and reasoning.</b>		Comprehension   Author’s purpose	<a href="#">Argumentation Skill Packs</a> <a href="#">Leveled Book: Zoos: Pro or Con? (Level X)</a>
Reading: Across genres, figurative language	<b>ELA.5.R.3.1 - Analyze how figurative language contributes to meaning in texts.</b>	LAFS.5.L.3.5.a - Interpret figurative language, including similes and metaphors, in context. LAFS.5.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LAFS.K12.R.2.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Grammar & Word Work   Figurative language, sound devices	<a href="#">Leveled Book: Word Smith, Private I “Rhyme Crime” (Level Z)</a> <a href="#">Leveled Book: The Black Stones (Level Z)</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Reading: Across genres, paraphrase and summarize	<b>ELA.5.R.3.2 - Summarize a text to enhance comprehension.</b>		Comprehension   Summarize	<a href="#">Leveled Book: A Crafty Escape (Level X)</a> <a href="#">Leveled Book: The United Nations (Level Y)</a>
	a. Include plot and theme for a literary text.	LAFS.5.RL.1.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LAFS.K12.R.1.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Comprehension   Analyze story elements Comprehension   Theme	<a href="#">Leveled Book: Many Happy Returns (Level X)</a> <a href="#">Leveled Book: The Algonquins (Level X)</a>
	b. Include the central idea and relevant details for an informational text.	LAFS.5.RI.1.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. LAFS.5.RI.3.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. LAFS.5.W.3.9.b - Apply grade 5 reading standards to informational texts. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.”) LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comprehension   Main idea and details	<a href="#">Leveled Book: Genetics at Work (Level Z)</a> <a href="#">Leveled Book: The Mystery of King Tut (Level Z)</a>
Reading: Across genres, comparative reading	<b>ELA.5.R.3.3 - Compare and contrast primary and secondary sources related to the same topic.</b>		Comprehension   Compare texts	<a href="#">Paired Books: Leveled Book: The Gettysburg Address (Level X) and Leveled Book: Abraham Lincoln: From Log Cabin to the White House (Level Z)</a> <a href="#">Leveled Book: Great City Fires (Level Z)</a>
Communicating: Writing, handwriting	<b>ELA.5.C.1.1 - Demonstrate fluent and legible cursive writing skills.</b>	LAFS.5.L.1.1.a - Demonstrate fluent and legible cursive writing skills.	Writing   Cursive	<a href="#">Cursive Practice Sheets</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Writing, narrative writing	<b>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.</b>	<p>LAFS.5.W.1.3.b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>LAFS.5.W.1.3.c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>LAFS.5.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Narrative	<p><a href="#">Process Writing Lessons: Fairy Tale</a></p> <p><a href="#">Process Writing Lessons: Personal Narrative</a></p>
Communicating: Writing, argumentative writing	<b>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.</b>	<p>LAFS.K12.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Opinion / Argument	<p><a href="#">Process Writing Lessons: Opinion / Argument</a></p> <p><a href="#">Argumentation Skill Packs</a></p>
Communicating: Writing, expository writing	<b>ELA.5.C.1.4 - Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</b>	<p>LAFS.5.W.1.2.a - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>LAFS.5.W.1.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.5.W.1.2.c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LAFS.5.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.K12.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.K12.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	Writing   Informative / Explanatory	<p><a href="#">Process Writing Lessons: Biography</a></p> <p><a href="#">Process Writing Lessons: Essay: Compare and Contrast</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Writing, improving writing	<b>ELA.5.C.1.5 - Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</b>	<p>LAFS.5.W.2.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.5.W.4.10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>LAFS.K12.W.2.5. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.4.10. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing   Editing</p> <p>Writing   Peer collaboration</p> <p>Writing   Planning</p>	<p><a href="#">Process Writing Lessons: Biography</a></p> <p><a href="#">Process Writing Lessons: Essay: Compare and Contrast</a></p>
Communicating: Communicating orally, oral presentation	<b>ELA.5.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</b>	LAFS.5.SL.2.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Speaking & Listening   Express and present ideas	<p><a href="#">Argumentation Skill Packs</a></p> <p><a href="#">Literature Circles: Levels X-22</a></p>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Following conventions, conventions	<b>ELA.5.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</b>	LAFS.5.L.1.2.e - Spell grade-appropriate words correctly, consulting references as needed.	Grammar & Word Work	
		LAFS.K12.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		LAFS.K12.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		Convention Skill Progression (M) - Use principal modals to indicate the mood of a verb.	Grammar & Word Work   Modal auxiliaries	<a href="#">Daily Language Practice: Grade 5, Week 6</a> <a href="#">Daily Language Practice: Grade 5, Week 7</a>
		Convention Skill Progression (M) - Use appositives, main clauses, and subordinate clauses.	Grammar & Word Work   Clauses	<a href="#">Leveled Book: The Blues: More Than a Feeling (Level X)</a> <a href="#">Leveled Book: The Cat in the Palace (Level Y)</a>
Convention Skill Progression (M) - Recognize and correct inappropriate shifts in tense and number.	Grammar & Word Work   Verb tense	<a href="#">Leveled Book: A Selection from Robinson Crusoe (Level Z)</a> <a href="#">Leveled Book: The Story of Immigration (Level X)</a>		
		Grammar & Word Work   Conjunctions	<a href="#">Leveled Book: The Blues: More Than a Feeling (Level X)</a> <a href="#">Leveled Book: Seeds of Revolution (Level X)</a>	

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Communicating: Researching, researching and using information	<b>ELA.5.C.4.1 - Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</b>	<p>LAFS.5.RI.3.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>LAFS.5.W.3.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>LAFS.K12.W.3.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>LAFS.K12.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Writing   Research	<a href="#">Process Writing Lessons: Biography</a> <a href="#">Process Writing Lessons: Informational Report</a>
Communicating: Creating and collaborating, technology in communication	<b>ELA.5.C.5.2 - Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</b>	<p>LAFS.5.W.2.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	Writing   Peer collaboration Writing   Publishing	<a href="#">Process Writing Lessons: Biography</a> <a href="#">Process Writing Lessons: Informational Report</a>
Vocabulary: Finding meaning, morphology	<b>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.</b>	LAFS.5.L.3.4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	Grammar & Word Work   Prefixes Grammar & Word Work   Root words Grammar & Word Work   Suffixes / Inflectional endings Grammar & Word Work   Word origin	<a href="#">Leveled Book: 9/11: A Dark Day, Level Z, Premade Vocabulary Lesson</a> <a href="#">Leveled Book: Condors: Giant Birds, Level Y, Premade Vocabulary Lesson</a>

# Florida ELA B.E.S.T. and LAFS Standards: Grade 5 *(cont.)*

## Objectives and Resources Alignment



B.E.S.T. Strand / Benchmark	B.E.S.T. Code and Standard	LAFS Crosswalk	RAZ Literacy Curriculum	Resources
Vocabulary: Finding meaning, morphology	<b>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.</b>	<p>LAFS.5.RF.3.3.a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in context and out of context accurately.</p> <p>LAFS.K12.L.3.6 - Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Grammar &amp; Word Work   Prefixes</p> <p>Grammar &amp; Word Work   Root words</p> <p>Grammar &amp; Word Work   Suffixes / Inflectional endings</p> <p>Grammar &amp; Word Work   Word origin</p>	<p><a href="#">Leveled Book: 9/11: A Dark Day, Level Z, Premade Vocabulary Lesson</a></p> <p><a href="#">Leveled Book: Condors: Giant Birds, Level Y, Premade Vocabulary Lesson</a></p>
Vocabulary: Finding meaning, context and connotation	<b>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.</b>		<p>Grammar &amp; Word Work   Homographs / Multiple-meaning words</p>	<p><a href="#">Leveled Book: Space Camp (Level Y)</a></p> <p><a href="#">Leveled Book: The United Nations (Level Y)</a></p>