

ARCHDIOCESE OF MIAMI

ENGLISH LANGUAGE ARTS CURRICULUM MAP

Kindergarten through 8th Grade

Revised, June 2026



This curriculum map is aligned with the Florida ELA B.E.S.T. Standards

Strands
ELA Expectations
Foundations
Reading
Communication
Vocabulary

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	In 2-3 Grade Students include relevant textual evidence in their written and oral communication, Students should name the text when they refer to it. In 3rd Grade , students should use combination of direct and indirect citations.		☐		
	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make prediction about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		☐		
	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In grades 3-5 , students engage in academics conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.		☐		
	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond , students practice appropriate social and academic language to discuss texts.		☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	Foundational Skills	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode multisyllabic words.	Benchmark Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes. Clarification 2: S	LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	Foundational Skills	ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Benchmark Clarifications: Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.	LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	☐		
1-4	Reading Prose and Poetry	ELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.	Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.	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.	☒		
2,4	Reading Prose and Poetry	ELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.			☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
3	Reading Prose and Poetry	ELA.3.R.1.3	Explain different characters' perspectives in a literary text.	Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters.	☒		
2,4	Reading Prose and Poetry	ELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Benchmark Clarifications: Clarification 1: For examples of these forms, see Appendix B.		☐		
1,2,3	Reading Informational Text	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.		LAFS.3.RI.3.8: Describe a particular sentence (e.g., comparison, cause/effect) in a sequence).	☒		
1,2,3,4	Reading Informational Text	ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a 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	☒		
1,2,3,4	Reading Informational Text	ELA.3.R.2.3	Explain the development of an author's purpose in an informational text.			☐		
2,3,4	Reading Informational Text	ELA.3.R.2.4	Identify an author's claim and explain how an author uses evidence to support the claim.			☐		
1,2,3	Reading Across Genres	ELA.3.R.3.1	Identify and explain metaphors, personification, and hyperbole in text (s).	Benchmark Clarifications: Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.		☐		
1,2,3,4	Reading Across Genres	ELA.3.R.3.2:	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.	Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.		☒		
1,2,3	Reading Across Genres	ELA.3.R.3.3	Compare and contrast how authors present information on the same topic or theme.			☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	Communication-Communicating through Writing	ELA.3.C.1.1	Write in cursive all upper- and lowercase letters.		LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate legible cursive writing skills.	☐		
1,2	Communication-Communicating through Writing	ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.	Benchmark Clarifications: Clarification 1: See Writing Types.	LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	☒		
3,4	Communication-Communicating through Writing	ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	Benchmark Clarifications: Clarification 1: See Writing Types.	LAFS.3.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	☐		
4	Communication-Communicating through Writing	ELA.3.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	Benchmark Clarifications: Clarification 1: See Writing Types and Elaborative Techniques.	LAFS.3.W.1.2: Write topic and convey i	☒		
1-4	Communication-Communicating through Writing	ELA.3.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.		LAFS.3.W.2.6: With g adults, develop and by planning, revisin	☒		

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1-4	Communication-Communicating through Writing	ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Benchmark Clarifications: Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.	LAFS.3.SL.2.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	☐		

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1-4	Communication-Following Conventions	ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns. • Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. Skills to be implemented but not yet mastered are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. Clarification 2: See Convention Progression by Grade Level for more information.	LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate beginning cursive writing skills. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns (e.g., childhood, friendship, courage). - Form and use regular and irregular verbs. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	☒		

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1,3,4	Communication-Researching	ELA.3.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple sources.	Benchmark Clarifications: Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.		☐		
1-4	Communication-Creating and Collaborating	ELA.3.C.5	Use two or more multimedia elements to enhance oral or written tasks.	Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.		☐		
1-4	Communication-Creating and Collaborating	ELA.3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. Morphology ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. Benchmark Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.	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	☐		

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1-4	Vocabulary	ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. Morphology ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. Benchmark Clarifications: Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.	LAFS.3.L.3.6: Acquire and use accurately 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., After dinner that night we went looking for them).	☒		
1-4	Vocabulary	ELA.3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.		LAFS.3.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	☐		
Access the FL B. E.S.T. Standards and Appendices								

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1-4	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4-5 Students continue with previous skills and reference comments made by by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.		☐		
1-4	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
1-4	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make prediction about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		☐		
1-4	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In grades 3-5 , students engage in academics conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
1-4	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a speific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.		☒		
1-4	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond , students practice appropriate social and academic language to discuss texts.		☐		
1-4	Foundational Skills	ELA.4.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. 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.	Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-tai-n") may decode a given text, but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "enter-tain") or by morphological structure (i.e., "enter-tain").	LAFS.4.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	☐		

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1-4	Foundational Skills	ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.	LAFS.4.RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	☐		
1-4	Reading Prose and Poetry	ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.		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)	☒		
2-4	Reading Prose and Poetry	ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.	Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.	LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	☒		
2-4	Reading Prose and Poetry	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.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation	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	☐		
2-4	Reading Prose and Poetry	ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem			☒		
1-4	Reading Informational Text	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.			☒		

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1	Reading Informational Text	ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.		LAFS.4.RL.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	☒		
1, 2, 4	Reading Informational Text	ELA.4.R.2.3	Explain an author's perspective toward a topic in an informational text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."		☐		
2	Reading Informational Text	ELA.4.R.2.4	Explain an author's claim and the reasons and evidence used to support the claim.		LAFS.4.RI.3.8: I.3.8 Explain how an author uses reasons and evidence to support particular points in a text	☒		
2-4	Reading Across Genres	ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).	Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.		☐		
2-4	Reading Across Genres	ELA.4.R.3.2	Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text	Clarification 1: Most grade-level texts are appropriate for this benchmark		☒		
4	Reading Across Genres	ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources	Clarification 1: Introduce the terms primary sources and secondary sources.		☐		
1-4	Communication-Communicating through Writing	ELA.4.C.1.1	Demonstrate legible cursive writing skills.	Clarification 1: Students will produce cursive writing that can be consistently read by others.	LAFS.4.L.1.1a.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate legible cursive writing skills.	☐		

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2-4	Communication-Communicating through Writing	ELA.4.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.	Clarification 1: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark. Clarification 2: See Writing Types.	LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.			

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1-4	Communication-Communicating through Writing	ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	Clarification 1: See Writing Types and Elaborative Techniques.	LAFS.4.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	☐		

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1-4	Communication-Communicating through Writing	ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	Clarification 1: See Writing Types and Elaborative Techniques.	LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	☒		
1-4	Communication-Communicating through Writing	ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.		LAFS.4.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	☒		
2-4	Communication-Communicating Orally	ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.	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	☐		

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1-4	Communication-Following Conventions	ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Clarification 1: Skills to be mastered at this grade level are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. Skills to be implemented but not yet mastered are as follows: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. • Use verbals including gerunds, infinitives, and participial phrases. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Clarification 2: See Convention Progression by Grade Level for more information.	LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	☒		
1-4	Communication-Researching	ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple valid sources.	Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include	LAFS.4.W.3.8: Draw evidence from literary or informational texts to support analysis, reflection, and research	☒		
1-4	Communication-Creating and Collaborating	ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.	Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.	LAFS.4.SL.2.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	☐		

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1-4	Communication- Creating and Collaborating	ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing			☐		
1-4	Vocabulary	ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.		☒		
1-4	Vocabulary	ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.	LAFS.4.L.3.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	Vocabulary	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.	Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See 4.R.3.1 and Elementary Figurative Language.	LAFS.4.1.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓		
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	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4-5 Students continue with previous skills and reference comments made by by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.		☐		
	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling? " or make prediction about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		☐		
	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In grades 3-5 , students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.		☐		
	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.		☐		
	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond , students practice appropriate social and academic language to discuss texts.		☐		

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1-4	Foundational Skills	ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.		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.	☐		
1-4		ELA.5.F.1.3.a	Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.			☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	Foundational Skills	ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.	LAFS.5.RF.4.4.a - Read on-level text with purpose and understanding.	☐		
1-4	Reading Prose and Poetry	ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in 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.	☒		
2, 3	Reading Prose and Poetry	ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.	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	☒		

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3-4	Reading Prose and Poetry	ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."	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.	☐		
2-4	Reading Prose and Poetry	ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.	Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.		☒		
1-4	Reading Informational Text	ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.	Clarification 1: For more information, see Text Structures and Text Features.		☒		

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1-4	Reading Informational Text	ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.		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.	☒		

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1-4	Reading Informational Text	ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."		☐		
1	Reading Informational Text	ELA.5.R.2.4	Track the development of an argument, identifying the specific claim (s), evidence, and reasoning.	Clarification 1: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.		☒		
2-3	Reading Across Genres	ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).		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.	☒		

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1-4	Reading Across Genres	ELA.5.R.3.2	Summarize a text to enhance comprehension a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text	Clarification 1: Most grade-level texts are appropriate for this benchmark.	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. 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	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1	Reading Across Genres	ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.			☐		
1-4	Communication Through Writing	ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills.	Clarification 1: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.	LAFS.5.L.1.1.a - Demonstrate fluent and legible cursive writing skills	☐		
4	Communication Through Writing	ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.	Clarification 1: See Writing Types.	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. LAFS.5.W.1.3.c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. LAFS.5.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Gradespecific 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.	☐		

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1-4	Communication Through Writing	ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.	Clarification 1: See Writing Types and Elaborative Techniques.	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.	☒		

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2-4	Communication Through Writing	ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.	Clarification 1: See Writing Types and Elaborative Techniques.	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. LAFS.5.W.1.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. LAFS.5.W.1.2.c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). LAFS.5.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (Gradespecific 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	☐		

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1-4	Communication Through Writing	ELA.5.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.		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. 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. 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.	☐		

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1-4	Communicating Orally	ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. This element will also help students address the nervousness that may make them speak too fast during presentations. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.	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.	☐		

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1-4	Communication-Following Conventions	ELA.5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Clarification 1: Skills to be mastered at this grade level are as follows: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. Skills to be implemented but not yet mastered are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. • Vary sentence structure. Clarification 2: See Convention Progression by Grade Level for more information.	LAFS.5.L.1.2.e - Spell grade-appropriate words correctly, consulting references as needed. 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.	☒		

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1-4	Communication-Researching	ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources	Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.	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. LAFS.5.W.3.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. 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.	☐		

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1-4	Communication- Creating and Collaborating	ELA.5.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.		☐		
1-4	Communication- Creating and Collaborating	ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.		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. LAFS.K12.W.2.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	☐		
1-4	Vocabulary	ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.		☒		

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1, 3, 2004	Vocabulary	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.	Clarification 1: See Common Greek and Latin Roots 3-5.	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., photograph, photosynthesis). 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.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. LAFS.K12.SL.2.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	☐		

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1-4	Vocabulary	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.	Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships. Clarification 3: See 5.R.3.1 and Elementary Figurative Language.		☒		
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