

# Lexia® PowerUp Literacy® Crosswalk of Florida LAFS to B.E.S.T Standards

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| POWERUP LITERACY              |       |                                | FL B.E.S.T          |   | LAFS          |  |
|-------------------------------|-------|--------------------------------|---------------------|---|---------------|--|
| Instructional Strand          | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard  |
| <b>Online/Digital Content</b> |       |                                |                     |   |               |  |
| Grammar                       | 1     | Parts of Speech                | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs.  |
| Grammar                       | 1     | Parts of Sentences             | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs.  |
| Grammar                       | 1     | Capitalization and Punctuation | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.RF.1.1 | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                        |
| Grammar                       | 1     | Text Structure                 | BEST.ELA.K.C.4.1    | Recall information to answer a question about a single topic.   | LAFS.1.RF.4.4 | Read on-level text with purpose and understanding.   |
| Grammar                       | 2     | Parts of Speech                | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs.  |
| Grammar                       | 2     | Parts of Sentences             | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs.  |
| Grammar                       | 2     | Capitalization and Punctuation | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.RF.1.1 | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).                        |
| Grammar                       | 2     | Text Structure                 | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.   | LAFS.1.RF.4.4 | Read on-level text with purpose and understanding.   |
| Grammar                       | 3     | Parts of Speech                | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| Grammar                       | 3     | Parts of Sentences             | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.  |
| Grammar                       | 3     | Capitalization and Punctuation | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.2  | Capitalize appropriate words in titles.  |
| Grammar                       | 3     | Text Structure                 | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.   | LAFS.3.RF.4.4 | Read on-level text with purpose and understanding.   |
| Grammar                       | 4     | Parts of Speech                | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| Grammar                       | 4     | Parts of Sentences             | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.  |
| Grammar                       | 4     | Capitalization and Punctuation | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                                     |

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| POWERUP LITERACY      |       |                                   | FL B.E.S.T          |   | LAFS          |   |
|-----------------------|-------|-----------------------------------|---------------------|---|---------------|---|
| Instructional Strand  | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Grammar               | 4     | Text Structure                    | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.   | LAFS.3.RF.4.4 | Read on-level text with purpose and understanding.  |
| Grammar               | 5     | Parts of Speech                   | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.2.L.1.1  | b. Use collective nouns (e.g., group).  |
| Grammar               | 5     | Parts of Sentences                | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.   |
| Grammar               | 5     | Capitalization and Punctuation    | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.2  | Capitalize appropriate words in titles.   |
| Grammar               | 5     | Text Structure                    | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.   | LAFS.3.RF.4.4 | Read on-level text with purpose and understanding.  |
| Grammar               | 6     | Parts of Speech                   | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.1  | c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.    |
| Grammar               | 6     | Parts of Sentences                | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).                    |
| Grammar               | 6     | Capitalization and Punctuation    | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.2  | Use punctuation to separate items in a series.  |
| Grammar               | 6     | Text Structure                    | BEST.ELA.1.R.2.4    | Identify an author's opinion(s) about the topic.  | LAFS.6.L.2.3  | Maintain consistency in style and tone.   |
| Grammar               | 7     | Parts of Speech                   | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| Grammar               | 7     | Parts of Sentences                | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).                    |
| Grammar               | 7     | Capitalization and Punctuation    | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).                    |
| Grammar               | 7     | Text Structure                    | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text.  | LAFS.6.L.2.3  | Maintain consistency in style and tone.   |
| Reading Comprehension | 1     | Informational - Pipeline          | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.   | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.   |
| Reading Comprehension | 1     | Informational - Sliding Ice       | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.   | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.   |
| Reading Comprehension | 1     | Informational - Swimming Upstream | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.   | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.   |
| Reading Comprehension | 1     | Informational - Hero              | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.   | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.   |

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| POWERUP LITERACY      |       |                                   | FL B.E.S.T          |  | LAFS          |  |
|-----------------------|-------|-----------------------------------|---------------------|--|---------------|--|
| Instructional Strand  | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Reading Comprehension | 2     | Informational - Beyond the Sea    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Informational - Ancient Sports    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Informational - Watch Your Head   | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Informational - Breaking Records  | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Informational - Growing Pains     | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Informational - Setting Out       | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Informational - Setting In        | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Informational - Coasts            | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Informational - Brings Change     | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Informational - Tragedy at Sea    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Informational - YUM               | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Informational - Jessica Watson    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.1.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 5     | Informational - A Common Food     | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.                    | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Narrative - Babysitting           | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text. | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Informational - Plastic Bottles   | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.                    | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Narrative - The Statue            | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text. | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 6     | Narrative - Two Sisters           | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text. | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 6     | Informational - Birds of Paradise | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.                    | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |

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| POWERUP LITERACY      |       |   | FL B.E.S.T          |  | LAFS          |  |
|-----------------------|-------|---|---------------------|--|---------------|--|
| Instructional Strand  | Level | Activity Name                                       | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Reading Comprehension | 6     | Narrative - Anansi                                  | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text.   | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.     |
| Reading Comprehension | 6     | Informational - Eiffel Tower                        | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.  | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.     |
| Reading Comprehension | 7     | Informational & Summary - Eight-Eyed, They're Alive | BEST.ELA.3.R.2.2    | Identify the central idea and explain how relevant details support that idea in a text.  | LAFS.3.RI.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 7     | Narrative - Back in Time, Nobody's Fool             | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 7     | Drama - Pandora, Robots                             | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 7     | Biography - Althea, Troublemaker                    | BEST.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.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 8     | Compare & Contrast - Mastodons, Mermaids            | BEST.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.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 8     | Cause & Effect - Titanic, Disease                   | BEST.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.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 8     | Making Inferences - Take a Hint, Thirty Seconds     | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 8     | Characterization- William Tell, The Choice          | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 9     | Theme - Thief & King, Think...or Sink               | BEST.ELA.4.R.1.2    | Explain a stated or implied theme and how it develops, using details, in a literary text.  | 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. |
| Reading Comprehension | 9     | Sensory Language - Churros, Heat Wave               | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | 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. |
| Reading Comprehension | 9     | Figurative Language - On the Platform, Fireflies    | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | 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. |
| Reading Comprehension | 9     | Tone & Mood - Ocean View, The Rose                  | BEST.ELA.4.R.1.1    | Explain how setting, events, conflict, and character development contribute to the plot in a literary text.                            | LAFS.4.RL.1.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| Instructional Strand  | Level | Activity Name  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Reading Comprehension | 10    | Conflict - Decision, Avalanche                             | BEST.ELA.4.R.1.1    | Explain how setting, events, conflict, and character development contribute to the plot in a literary 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   |
| Reading Comprehension | 10    | Irony - Shepherd & Ogre, Donkey Fable                      | BEST.ELA.4.R.1.1    | Explain how setting, events, conflict, and character development contribute to the plot in a literary text.  | LAFS.4.RL.1.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| Reading Comprehension | 10    | Persuasive Techniques - Way Ahead, Animal Shelter          | BEST.ELA.4.R.2.3    | Explain an author's perspective toward a topic in 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   |
| Reading Comprehension | 10    | Argument - Lights Out, A Carless City Center               | BEST.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 | Explain how an author uses reasons and evidence to support particular points in a text.   |
| Reading Comprehension | 11    | Informational & Summary - Space Shuttle, Skydiving Spiders | BEST.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.   |
| Reading Comprehension | 11    | Making Inferences - Eleven (1), Eleven (2)                 | BEST.ELA.5.R.1.1    | Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.   | LAFS.5.RL.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| Reading Comprehension | 11    | Sensory Language - Hatchet (1), Hatchet (2)                | BEST.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. | 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  |
| Reading Comprehension | 11    | Biography - Clemente, Marshall                             | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.  | LAFS.5.RI.1.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                   |
| Reading Comprehension | 12    | Figurative Language - Basketball, Percussion               | BEST.ELA.5.R.3.1    | Analyze how figurative language contributes to meaning in text(s).   | 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  |
| Reading Comprehension | 12    | Theme - Wonder (1), Wonder (2)                             | BEST.ELA.5.R.1.2    | Explain the development of stated or implied theme(s) throughout 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. |
| Reading Comprehension | 12    | Cause & Effect - Remember, Day of Terror                   | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.  | LAFS.5.RI.2.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| Reading Comprehension | 12    | Drama - Anne Frank (1), Anne Frank (2)                     | BEST.ELA.5.R.1.1    | Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.   | LAFS.5.RL.1.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |

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| Reading Comprehension | 13    | Persuasive Techniques - Malala (1), Malala (2)          | BEST.ELA.6.R.3.4    | Identify rhetorical appeals in a text.  | LAFS.6.RI.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 13    | Characterization - Twenty Years (1), Twenty Years (2)   | BEST.ELA.6.R.1.1    | Analyze how the interaction between characters contributes to the development of a plot in a literary text.   | LAFS.6.RL.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 13    | Irony - Dinner Party, Last Leaf                         | BEST.ELA.6.R.1.1    | Analyze how the interaction between characters contributes to the development of a plot in a literary text.   | LAFS.6.RL.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 13    | Compare & Contrast - Feet to Wheels, Cost of Freedom    | BEST.ELA.6.R.2.1    | Explain how individual text sections and/or features convey meaning in texts.                                 | LAFS.6.RI.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 14    | Argument - No Limits, Later Start Time                  | BEST.ELA.6.R.2.4    | Track the development of an argument, identifying the types of reasoning used.                                | LAFS.6.RI.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 14    | Tone & Mood - Oranges, Hope                             | BEST.ELA.6.R.3.1    | Explain how figurative language contributes to tone and meaning in text(s).                                   | LAFS.6.RL.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Reading Comprehension | 14    | Conflict - Outsiders (1), Outsiders (2)                 | BEST.ELA.7.R.1.1    | Analyze the impact of setting on character development and plot in a literary text.                           | LAFS.7.RL.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| Reading Comprehension | 14    | Theme - Outsiders (3), Outsiders (4)                    | BEST.ELA.7.R.1.2    | Compare two or more themes and their development throughout a literary text.                                  | LAFS.7.RL.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| Reading Comprehension | 15    | Compare & Contrast - Postal Pack (1), Postal Pack (2)   | BEST.ELA.7.R.3.3    | Compare and contrast how authors with differing perspectives address the same or related topics or themes.    | LAFS.7.RI.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| Reading Comprehension | 15    | Argument - Losing, Longer                               | BEST.ELA.7.R.2.4    | Track the development of an argument, analyzing the types of reasoning used and their effectiveness.          | LAFS.7.RI.3.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| Reading Comprehension | 15    | Tone & Mood - Harlem, Dreams                            | BEST.ELA.7.R.3.1    | Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). | LAFS.7.RL.1.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| Reading Comprehension | 15    | Informational & Summary - Civic Responsibility, Marvels | BEST.ELA.7.R.2.1    | Explain how individual text sections and/or features convey a purpose in texts.                               | LAFS.7.RI.2.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.                     |
| Reading Comprehension | 16    | Analysis & Evaluation - Dog's Purpose, Hatchet (3)      | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.                  | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.                         |



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| POWERUP LITERACY      |       |  | FL B.E.S.T          |  | LAFS          |   |
|-----------------------|-------|--|---------------------|--|---------------|---|
| Instructional Strand  | Level | Activity Name                                    | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Reading Comprehension | 16    | Analysis & Evaluation - JFK Moon Speech, Apollo  | BEST.ELA.8.R.2.1    | Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.   | LAFS.8.RI.1.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.               |
| Reading Comprehension | 16    | Analysis & Evaluation - All Summer (1), Fine Art | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Reading Comprehension | 16    | Analysis & Evaluation - All Summer (2), Monsters | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Word Study            | 1     | Letter Patterns, Sounds & Meaning                | BEST.ELA.612.F.2.1  | Demonstrate an understanding of spoken words, syllables, and sounds. Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words.   | LAFS.K.RF.2.2 | Count, pronounce, blend, and segment syllables in spoken words.   |
| Word Study            | 1     | Fluency Challenge 1                              | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.K.RF.3.3 | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).   |
| Word Study            | 1     | Spelling Patterns                                | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.K.RF.2.2 | 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/.) |
| Word Study            | 1     | Fluency Challenge 2                              | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.K.RF.3.3 | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).   |
| Word Study            | 1     | Sentence Completion                              | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.4.4 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| Word Study            | 1     | Fluency Challenge 3                              | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.K.RF.4.4 | Read emergent-reader texts with purpose and understanding.  |
| Word Study            | 2     | Letter Patterns, Sounds & Meaning                | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.K.RF.2.2 | 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/.) |

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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 2     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 2     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.K.RF.3.3 | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  |
| Word Study           | 2     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 2     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.4.4 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| Word Study           | 2     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.4.4 | Read on-level text with purpose and understanding.  |
| Word Study           | 3     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.K.RF.2.2 | 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/.) |
| Word Study           | 3     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 3     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.K.RF.2.2 | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |
| Word Study           | 3     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 3     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.4.4 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| Word Study           | 3     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.4.4 | Read on-level text with purpose and understanding.  |



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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 4     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode regularly spelled one-syllable words.  |
| Word Study           | 4     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 4     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| Word Study           | 4     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 4     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.4.4 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| Word Study           | 4     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.4.4 | Read on-level text with purpose and understanding.  |
| Word Study           | 5     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.K.RF.2.2 | 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/.) |
| Word Study           | 5     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 5     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 5     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Decode multisyllable words.   |

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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |  |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|--|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Word Study           | 5     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 5     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.                                    |
| Word Study           | 6     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 6     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 6     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 6     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.                                    |
| Word Study           | 6     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 6     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 7     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Know final -e and common vowel team conventions for representing long vowel sounds.  |
| Word Study           | 7     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |

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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |  |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|--|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Word Study           | 7     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.K.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words.       |
| Word Study           | 7     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 7     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 7     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 8     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.               |
| Word Study           | 8     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 8     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.               |
| Word Study           | 8     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 8     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 8     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |

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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |  |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|--|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Word Study           | 9     | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.               |
| Word Study           | 9     | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 9     | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.2.RF.3.3 | Identify words with inconsistent but common spelling-sound correspondences.          |
| Word Study           | 9     | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 9     | Sentence Completion               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.  |
| Word Study           | 9     | Fluency Challenge 3               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 10    | Letter Patterns, Sounds & Meaning | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 10    | Fluency Challenge 1               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 10    | Spelling Patterns                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| Word Study           | 10    | Fluency Challenge 2               | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes. |

## Lexia® PowerUp Literacy® Crosswalk of Florida LAFS to B.E.S.T Standards

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| POWERUP LITERACY     |       |                                     | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-------------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                       | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 10    | Sentence Completion                 | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 10    | Fluency Challenge 3                 | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| Word Study           | 11    | Latin Roots 1                       | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Word Study           | 11    | Latin Roots 2                       | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Word Study           | 11    | Prefixes                            | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Word Study           | 11    | Suffixes                            | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Word Study           | 11    | Word Completion & Spelling Patterns | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.1.2  | Spell correctly.  |
| Word Study           | 11    | Sentence Completion                 | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Word Study           | 12    | Greek Combining Forms 1             | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).           |
| Word Study           | 12    | Greek Combining Forms 2             | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).           |
| Word Study           | 12    | Greek Combining Forms 3             | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).           |
| Word Study           | 12    | Greek Combining Forms 4             | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).           |

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| POWERUP LITERACY                                     |       |   | FL B.E.S.T          |   | LAFS          |   |
|--|-------|---|---------------------|---|---------------|---|
| Instructional Strand                                 | Level | Activity Name                           | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Word Study   | 12    | Greek Spelling Patterns                 | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).     |
| Word Study   | 12    | Word Construction & Sentence Completion | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.1.2  | Spell correctly.  |
| <b>Lexia Lessons<br/>Offline/Print-Based Content</b> |       |   |                     |   |               |   |
| Grammar  | 1     | Nouns & Verbs                           | BEST.ELA.K.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs  |
| Grammar  | 1     | Verbs of Action & Being                 | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| Grammar  | 1     | Articles                                | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use determiners (e.g., articles, demonstratives).   |
| Grammar  | 1     | Adjectives                              | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use frequently occurring adjectives.  |
| Grammar  | 1     | Direct Objects & Subject Nouns          | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| Grammar  | 1     | Singular & Plural Nouns                 | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| Grammar  | 1     | Simple & Complete Subject               | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| Grammar  | 1     | Simple & Complete Predicate             | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| Grammar  | 1     | Predicate Adjective                     | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Use frequently occurring adjectives.  |
| Grammar  | 1     | Capitalization & Punctuation            | BEST.ELA.K.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.K.L.1.2  | Capitalize the first word in a sentence and the pronoun I.  |
| Grammar  | 1     | Simple Sentences                        | BEST.ELA.K.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.1.L.1.1  | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |



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| POWERUP LITERACY     |       |                                  | FL B.E.S.T          |   | LAFS          |   |
|----------------------|-------|----------------------------------|---------------------|---|---------------|---|
| Instructional Strand | Level | Activity Name                    | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Grammar              | 2     | Possessive Nouns                 | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use common, proper, and possessive nouns.   |
| Grammar              | 2     | Predicate Nominative             | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).               |
| Grammar              | 2     | Common & Proper Nouns            | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use common, proper, and possessive nouns.   |
| Grammar              | 2     | Prepositions                     | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use frequently occurring prepositions (e.g., during, beyond, toward).                                       |
| Grammar              | 2     | Subject Pronouns                 | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| Grammar              | 2     | Object Pronouns                  | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| Grammar              | 2     | Antecedents                      | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | g. Ensure subject-verb and pronoun-antecedent agreement.  |
| Grammar              | 3     | Regular & Irregular Plural Nouns | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | c. Form and use regular and irregular plural nouns.   |
| Grammar              | 3     | Subject-Verb Agreement           | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | g. Ensure subject-verb and pronoun-antecedent agreement.  |
| Grammar              | 3     | Verb Tenses                      | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | c. Form and use regular and irregular plural nouns.   |
| Grammar              | 3     | Coordinating Conjunctions        | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | i. Use coordinating and subordinating conjunctions.   |
| Grammar              | 3     | Compound Subject                 | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.   |
| Grammar              | 3     | Compound Predicate               | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.   |
| Grammar              | 3     | Adverbs                          | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.2.L.1.1  | Use adjectives and adverbs, and choose between them depending on what is to be modified.                    |

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| POWERUP LITERACY     |       |  | FL B.E.S.T          |   | LAFS          |   |
|----------------------|-------|--|---------------------|---|---------------|---|
| Instructional Strand | Level | Activity Name                          | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Grammar              | 3     | Phrases & Clauses                      | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.            |
| Grammar              | 3     | Comma In A Series                      | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.2  | Use punctuation to separate items in a series.  |
| Grammar              | 3     | Comma Following A Prepositional Phrase | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.2  | Use a comma to separate an introductory element from the rest of the sentence.                              |
| Grammar              | 4     | Paired Conjunctions                    | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.1  | f. Use correlative conjunctions (e.g., either/or, neither/nor).   |
| Grammar              | 4     | Subordinating Conjunction              | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | i. Use coordinating and subordinating conjunctions.   |
| Grammar              | 4     | Possessive Pronouns                    | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.1.L.1.1  | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| Grammar              | 4     | Demonstrative Adjectives & Pronouns    | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).                            |
| Grammar              | 4     | Interrogative Pronouns                 | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).                            |
| Grammar              | 4     | Clauses & Sentences                    | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.            |
| Grammar              | 4     | Independent & Dependent Clauses        | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.            |
| Grammar              | 4     | Run-On Sentences                       | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.              |
| Grammar              | 5     | Relative Pronouns                      | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).           |
| Grammar              | 5     | Collective Nouns                       | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.2.L.1.1  | b. Use collective nouns (e.g., group).  |
| Grammar              | 5     | Relative Clauses                       | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).           |

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| POWERUP LITERACY      |       |  | FL B.E.S.T          |   | LAFS          |  |
|-----------------------|-------|--|---------------------|---|---------------|--|
| Instructional Strand  | Level | Activity Name                          | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard  |
| Grammar               | 5     | The Colon                              | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.8.L.1.2  | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  |
| Grammar               | 5     | Simple, Compound, Complex Sentences    | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.                                   |
| Grammar               | 6     | Present, Past, & Future Perfect Tense  | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.5.L.1.1  | c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.                                   |
| Grammar               | 6     | Indefinite Pronouns                    | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| Grammar               | 6     | Compound & Complex Sentences           | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.              |
| Grammar               | 6     | Conjunctive Adverbs                    | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.3.L.1.1  | b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| Grammar               | 6     | Adjectival & Adverbial Phrases Clauses | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.                                   |
| Grammar               | 7     | Interjections                          | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.                                   |
| Grammar               | 7     | Reflexive Pronouns                     | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.6.L.1.1  | Use intensive pronouns (e.g., myself, ourselves).  |
| Grammar               | 7     | Progressive Tense                      | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.4.L.1.1  | c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.                                |
| Grammar               | 7     | Participles                            | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.8.L.1.1  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.         |
| Grammar               | 7     | Gerunds                                | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.8.L.1.1  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.         |
| Grammar               | 7     | Infinitives                            | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.8.L.1.1  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.         |
| Grammar               | 7     | Restrictive Clauses                    | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. | LAFS.7.L.1.1  | Explain the function of phrases and clauses in general and their function in specific sentences.                                   |
| Reading Comprehension | 1     | Building Knowledge, Alaska             | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.   | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |

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| POWERUP LITERACY      |       |                                    | FL B.E.S.T          |  | LAFS          |  |
|-----------------------|-------|------------------------------------|---------------------|--|---------------|--|
| Instructional Strand  | Level | Activity Name                      | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Reading Comprehension | 1     | Building Knowledge, Glaciers       | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 1     | Building Knowledge, Wildlife       | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 1     | Building Knowledge, Heroes         | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Building Knowledge, Exploration    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Building Knowledge, Ancient Games  | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Building Knowledge, More Sports    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 2     | Building Knowledge, Record Breaker | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Building Knowledge, More Land      | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Building Knowledge, Moving West    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Building Knowledge, Settling In    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 3     | Building Knowledge, Railroads      | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Building Knowledge, Famous City    | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Building Knowledge, Ships & Rafts  | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Building Knowledge, Inventions     | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 4     | Building Knowledge, Jessica W.     | BEST.ELA.1.R.2.2    | Identify the topic of and relevant details in a text.                        | LAFS.K.RI.1.2 | Identify the main topic and retell key details of a text.  |
| Reading Comprehension | 5     | Informational Text, Potatoes       | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.                    | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Narrative Text, Problem Solving    | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text. | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Informational Text, Recycling      | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.                    | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reading Comprehension | 5     | Narrative Text, A Mystery          | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text. | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |

## Lexia® PowerUp Literacy® Crosswalk of Florida LAFS to B.E.S.T Standards

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| POWERUP LITERACY      |       |                                  | FL B.E.S.T          |  | LAFS          |  |
|-----------------------|-------|----------------------------------|---------------------|--|---------------|--|
| Instructional Strand  | Level | Activity Name                    | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard  |
| Reading Comprehension | 6     | Narrative Text, Hard to Believe  | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text.   | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| Reading Comprehension | 6     | Informational Text, Exotic Birds | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.  | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| Reading Comprehension | 6     | Narrative Text, Common Sense     | BEST.ELA.2.R.1.1    | Identify plot structure and describe main story elements in a literary text.   | LAFS.2.RL.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| Reading Comprehension | 6     | Informational Text, Eiffel Tower | BEST.ELA.2.R.2.2    | Identify the central idea and relevant details in a text.  | LAFS.2.RI.1.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| Reading Comprehension | 7     | Informational Text & Summary 1   | BEST.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.   |
| Reading Comprehension | 7     | Narrative Text 1                 | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.2.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            |
| Reading Comprehension | 7     | Drama 1                          | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | LAFS.3.RL.2.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            |
| Reading Comprehension | 7     | Biography 1                      | BEST.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.1.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| Reading Comprehension | 8     | Compare & Contrast 1             | BEST.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 the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| Reading Comprehension | 8     | Cause & Effect 1                 | BEST.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 the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| Reading Comprehension | 8     | Making Inferences 1              | BEST.ELA.K12.EE.3.1 | Make inferences to support comprehension.  | LAFS.3.RL.1.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| Reading Comprehension | 8     | Characterization 1               | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout the plot in a literary text.   | 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.  |

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| POWERUP LITERACY      |       |                                | FL B.E.S.T          |  | LAFS          |   |
|-----------------------|-------|--------------------------------|---------------------|--|---------------|---|
| Instructional Strand  | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Reading Comprehension | 9     | Theme 1                        | BEST.ELA.4.R.1.2    | Explain a stated or implied theme and how it develops, using details, 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.  |
| Reading Comprehension | 9     | Sensory Language 1             | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | LAFS.5.L.3.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| Reading Comprehension | 9     | Figurative Language 1          | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | LAFS.5.L.3.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| Reading Comprehension | 9     | Tone & Mood 1                  | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | LAFS.6.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| Reading Comprehension | 10    | Conflict 1                     | BEST.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).                        |
| Reading Comprehension | 10    | Irony 1                        | BEST.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. | 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.  |
| Reading Comprehension | 10    | Persuasive Techniques 1        | BEST.ELA.4.R.2.3    | Explain an author's perspective toward a topic in an informational text.   | LAFS.6.RI.2.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| Reading Comprehension | 10    | Argument 1                     | BEST.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 | Explain how an author uses reasons and evidence to support particular points in a text.   |
| Reading Comprehension | 11    | Informational Text & Summary 2 | BEST.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.   |
| Reading Comprehension | 11    | Making Inferences 2            | BEST.ELA.K12.EE.3.1 | Make inferences to support comprehension.  | LAFS.5.RL.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| Reading Comprehension | 11    | Sensory Language 2             | BEST.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. | LAFS.6.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| Reading Comprehension | 11    | Biography 2                    | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.  | 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.                   |
| Reading Comprehension | 12    | Figurative Language 2          | BEST.ELA.5.R.3.1    | Analyze how figurative language contributes to meaning in text(s).   | 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.   |



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| POWERUP LITERACY      |       |                         | FL B.E.S.T          |   | LAFS          |   |
|-----------------------|-------|-------------------------|---------------------|---|---------------|---|
| Instructional Strand  | Level | Activity Name           | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Reading Comprehension | 12    | Theme 2                 | BEST.ELA.5.R.1.2    | Explain the development of stated or implied theme(s) throughout 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. |
| Reading Comprehension | 12    | Cause & Effect 2        | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.   | LAFS.5.RI.2.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| Reading Comprehension | 12    | Drama 2                 | BEST.ELA.5.R.1.1    | Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.  | LAFS.5.RL.2.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| Reading Comprehension | 13    | Persuasive Techniques 2 | BEST.ELA.6.R.3.4    | Identify rhetorical appeals in a text.  | LAFS.6.RI.2.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| Reading Comprehension | 13    | Characterization 2      | BEST.ELA.6.R.1.1    | Analyze how the interaction between characters contributes to the development of a plot in a literary text.   | LAFS.6.RL.1.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  |
| Reading Comprehension | 13    | Irony 2                 | BEST.ELA.6.V.1.3    | Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. | LAFS.6.RL.1.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| Reading Comprehension | 13    | Compare & Contrast 2    | BEST.ELA.6.R.2.1    | Explain how individual text sections and/or features convey meaning in texts.   | LAFS.6.RI.2.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| Reading Comprehension | 14    | Argument 2              | BEST.ELA.6.R.2.4    | Track the development of an argument, identifying the types of reasoning used.  | LAFS.6.RI.3.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.   |
| Reading Comprehension | 14    | Tone & Mood 2           | BEST.ELA.6.R.3.1    | Explain how figurative language contributes to tone and meaning in text(s).   | LAFS.6.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.                           |
| Reading Comprehension | 14    | Conflict 2              | BEST.ELA.7.R.1.1    | Analyze the impact of setting on character development and plot in a literary text.   | LAFS.6.RL.1.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  |
| Reading Comprehension | 14    | Theme 3                 | BEST.ELA.7.R.1.2    | Compare two or more themes and their development throughout a literary text.  | LAFS.6.RL.1.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |

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| POWERUP LITERACY      |       |                                | FL B.E.S.T          |  | LAFS          |   |
|-----------------------|-------|--------------------------------|---------------------|--|---------------|---|
| Instructional Strand  | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Reading Comprehension | 15    | Compare & Contrast 3           | BEST.ELA.7.R.3.3    | Compare and contrast how authors with differing perspectives address the same or related topics or themes.   | LAFS.7.RI.2.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |
| Reading Comprehension | 15    | Argument 3                     | BEST.ELA.7.R.2.4    | Track the development of an argument, analyzing the types of reasoning used and their effectiveness.   | LAFS.7.RI.3.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  |
| Reading Comprehension | 15    | Tone & Mood 3                  | BEST.ELA.7.R.3.1    | Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).  | LAFS.7.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| Reading Comprehension | 15    | Informational Text & Summary 3 | BEST.ELA.7.R.2.1    | Explain how individual text sections and/or features convey a purpose in texts.  | LAFS.7.RI.2.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |
| Reading Comprehension | 16    | Analyze & Evaluate 1           | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Reading Comprehension | 16    | Analyze & Evaluate 2           | BEST.ELA.8.R.2.1    | Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.   | LAFS.8.RI.3.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| Reading Comprehension | 16    | Analyze & Evaluate 3           | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Reading Comprehension | 16    | Analyze & Evaluate 4           | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Word Study            | 1     | Closed Syllables (Short a & i) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode regularly spelled one-syllable words.  |
| Word Study            | 1     | Sight Words, Level 1           | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.K.RF.3.3 | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).   |

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|----------------------|-------|--------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 1     | 2C Syllable Division (VC/CV)   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode two-syllable words following basic patterns by breaking the words into syllables.                          |
| Word Study           | 1     | FLSZ Rule (short a, i)         | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |
| Word Study           | 1     | Consonant Blends               | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode regularly spelled one-syllable words.  |
| Word Study           | 1     | Syllable                       | BEST.ELA.612.F.2.1  | Demonstrate an understanding of spoken words, syllables, and sounds. Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words.   | LAFS.1.RF.3.3 | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| Word Study           | 2     | Closed Syllables (Short o & u) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode regularly spelled one-syllable words.  |
| Word Study           | 2     | Sight Words, Level 2           | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 2     | FLSZ Rule (short a, i, o, u)   | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |
| Word Study           | 2     | -tch Spelling Generalization   | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |
| Word Study           | 2     | -ck Spelling Generalization    | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |
| Word Study           | 2     | -dge Spelling Generalization   | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |

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| POWERUP LITERACY     |       |                               | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                 | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 2     | Suffixes (-s, -ing)           | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Read words with inflectional endings.   |
| Word Study           | 2     | Consonant Digraphs            | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Know the spelling-sound correspondences for common consonant digraphs.  |
| Word Study           | 3     | Closed Syllables (Short e)    | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode regularly spelled one-syllable words.  |
| Word Study           | 3     | Sight Words, Level 3          | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 3     | Doubling Rule                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| Word Study           | 3     | Suffixes (-ed, -ing, -es)     | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Read words with inflectional endings.   |
| Word Study           | 4     | Silent-e Syllables            | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Decode regularly spelled two-syllable words with long vowels.   |
| Word Study           | 4     | Sight Words, Level 4          | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.1.RF.3.3 | Recognize and read grade-appropriate irregularly spelled words.   |
| Word Study           | 4     | 3C Syllable Division (VC/CCV) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Decode two-syllable words following basic patterns by breaking the words into syllables.  |

## Lexia® PowerUp Literacy® Crosswalk of Florida LAFS to B.E.S.T Standards

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| POWERUP LITERACY     |       |   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|---|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                           | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 4     | Dropping Rule                           | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).               |
| Word Study           | 4     | Hard & Soft c (c= /k/ or /s/)           | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Identify words with inconsistent but common spelling-sound correspondences.   |
| Word Study           | 4     | Hard & Soft c (/s/ = c before e, i, y)  | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.2.RF.3.3 | Identify words with inconsistent but common spelling-sound correspondences.   |
| Word Study           | 5     | Consonant -le Syllables                 | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 5     | Sight Words, Level 5                    | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |
| Word Study           | 5     | Consonant-le Syllable Division (VC/Cle) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 5     | FLSZ Rule (short a, i, o, u, e)         | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| Word Study           | 5     | Accent Placement                        | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllable words.   |
| Word Study           | 6     | Sight Words, Level 6                    | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |

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| POWERUP LITERACY     |       |  | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|--|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                                  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 6     | 1C Syllable Division (V/CV)                    | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Decode multisyllabic words.   |
| Word Study           | 6     | Changing Rule                                  | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   |
| Word Study           | 6     | Open Syllables (Long vowels)                   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Decode regularly spelled two-syllable words with long vowels.   |
| Word Study           | 6     | Suffixes (-ly, -y)                             | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.3.RF.3.3 | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| Word Study           | 6     | Y as a Consonant or Vowel                      | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 6     | Hard & Soft g                                  | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 7     | Vowel Pair Syllables (Vowel Teams: ai, ee, ea) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.  |
| Word Study           | 7     | Sight Words, Level 7                           | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |



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| POWERUP LITERACY     |       |   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|---|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name   | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 7     | Suffixes (-er, -est, -ish, -en)                                       | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 7     | Suffixes (-ness, -less, -ful)   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 7     | Base Word + Suffixes  | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 7     | Suffix -ed = /ed/, /t/, /d/   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 8     | Vowel Pair Syllables (Vowel Combinations: au, aw, oi, oy, ow, oo, ou) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.  |
| Word Study           | 8     | Vowel Pair Syllables (Vowel Teams ee, ea, ie, ai, ay, oa)             | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Know spelling-sound correspondences for additional common vowel teams.  |
| Word Study           | 8     | Sight Words, Level 8  | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |
| Word Study           | 8     | 1C Flex Syllable Division (VC/V)                                      | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| POWERUP LITERACY     |       |                              | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 8     | -tion, -sion                 | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 8     | /au/ = au, aw                | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 8     | /ā/ = ai, ay                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 8     | /ou/ = ou, ow                | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 8     | /oi/ = oi, oy                | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 8     | /ō/ = oa, ow                 | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.3.L.1.2  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   |
| Word Study           | 8     | /shun/ = tion, /zhun/ = sion | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 9     | Vowel-r Syllables            | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 9     | Sight Words, Level 9         | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |
| Word Study           | 10    | Sight Words, Level 10        | BEST.ELA.612.F.2.4  | Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.   | LAFS.3.RF.3.3 | Read grade-appropriate irregularly spelled words.   |

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| POWERUP LITERACY     |       |   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|---|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                                   | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           | 10    | Suffixes (-ible, -able)                         | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 10    | /cher/ = ture, /ij/ = age                       | BEST.ELA.612.F.2.3  | Know and apply phonics and word analysis skills in encoding words. Use an array of strategies to accurately encode single-syllable and multisyllabic words.  | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 10    | Schwa   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 10    | Silent Letters                                  | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           | 11    | Latin Roots (ject, port, struct, rupt)          | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Latin Roots (dict, scrib/pt, pel, spect)        | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Latin Roots (duct/ce, vis, audi, tract)         | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Prefixes (ab, pre, sub, in (in), ad, ob, inter) | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Prefixes (de, re, trans, con, pro, un, non)     | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Prefixes (in (not), dis, ex, mis)               | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study           | 11    | Advanced Suffixes                               | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |

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|---|-------|---|---------------------|---|---------------|---|
| POWERUP LITERACY  |       |   | FL B.E.S.T          |   | LAFS          |   |
| Instructional Strand  | Level | Activity Name   | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Word Study  | 11    | Chameleon Prefixes                                      | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (bio, techn(o), psych, geo)       | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (path, arch, phys, sphere)        | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (scope, meter, graph, gram)       | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (tele, phone, biblio, astro)      | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (auto, phobia, logy/ology, micro) | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (dem, therm, hypo, hyper)         | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek Combining Forms (crat, hydro, mania, photo)       | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek ch = /k/  | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek ph = /f/  | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| Word Study  | 12    | Greek y as a Vowel                                      | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. | LAFS.6.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).   |
| <b>Skill Builders<br/>Offline/Print-Based Content</b>   |       |   |                     |   |               |   |
| Grammar   | 1     | Simple Sentences  | BEST.ELA.1.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.K.L.1.1  | Use frequently occurring nouns and verbs  |
| Grammar   | 2     | Expanding Simple Sentences                              | BEST.ELA.2.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.     | LAFS.2.L.1.1  | g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |

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| POWERUP LITERACY     |       |                                      | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|--------------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                        | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Grammar              | 3     | Compound Sentences                   | BEST.ELA.3.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.                    | LAFS.3.L.1.1  | c. Form and use regular and irregular plural nouns.   |
| Grammar              | 4     | Complex Sentences                    | BEST.ELA.4.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.                    | LAFS.3.L.1.1  | j. Produce simple, compound, and complex sentences.   |
| Grammar              | 5     | Clauses                              | BEST.ELA.5.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.                    | LAFS.6.L.1.1  | Ensure that pronouns are in the proper case (subjective, objective, possessive).  |
| Grammar              | 6     | Compound-Complex Sentences           | BEST.ELA.6.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.                    | LAFS.7.L.1.1  | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.   |
| Grammar              | 7     | Expanding Compound-Complex Sentences | BEST.ELA.7.C.3.1    | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.                    | LAFS.8.L.1.1  | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  |
| Comprehension        |       | Informational Text & Summary 1       | BEST.ELA.3.R.2.2    | Identify the central idea and explain how relevant details support that idea in a 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.   |
| Comprehension        |       | Narrative Text 1                     | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout 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. |
| Comprehension        |       | Drama 1                              | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout 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. |
| Comprehension        |       | Biography 1                          | BEST.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.5.RI.1.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                   |
| Comprehension        |       | Compare & Contrast 1                 | BEST.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.5.RI.2.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| Comprehension        |       | Cause & Effect 1                     | BEST.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.5.RI.2.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| Comprehension        |       | Making Inferences 1                  | BEST.ELA.K12.EE.3.1 | Make inferences to support comprehension.  | 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.  |

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| POWERUP LITERACY     |       |                                | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|--------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Comprehension        |       | Characterization 1             | BEST.ELA.3.R.1.1    | Explain how one or more characters develop throughout 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).  |
| Comprehension        |       | Theme 1                        | BEST.ELA.4.R.1.2    | Explain a stated or implied theme and how it develops, using details, 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. |
| Comprehension        |       | Sensory Language 1             | BEST.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. | 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.   |
| Comprehension        |       | Figurative Language 1          | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | 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.   |
| Comprehension        |       | Tone & Mood 1                  | BEST.ELA.4.R.3.1    | Explain how figurative language contributes to meaning in text(s).   | 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.   |
| Comprehension        |       | Conflict 1                     | BEST.ELA.4.R.1.1    | Explain how setting, events, conflict, and character development contribute to the plot in a literary text.  | LAFS.5.RL.1.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |
| Comprehension        |       | Irony 1                        | BEST.ELA.4.R.1.1    | Explain how setting, events, conflict, and character development contribute to the plot in a literary text.  | 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.   |
| Comprehension        |       | Persuasive Techniques 1        | BEST.ELA.4.R.2.3    | Explain an author's perspective toward a topic in an informational text.   | 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.   |
| Comprehension        |       | Argument 1                     | BEST.ELA.4.R.2.4    | Explain an author's claim and the reasons and evidence used to support the claim.  | 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 point(s).  |
| Comprehension        |       | Informational Text & Summary 2 | BEST.ELA.5.R.2.2    | Explain how relevant details support the central idea(s), implied or explicit.   | LAFS.4.RI.1.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |
| Comprehension        |       | Making Inferences 2            | BEST.ELA.K12.EE.3.1 | Make inferences to support comprehension.  | 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.  |



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| POWERUP LITERACY     |       |                         | FL B.E.S.T          |  | LAFS           |   |
|----------------------|-------|-------------------------|---------------------|--|----------------|---|
| Instructional Strand | Level | Activity Name           | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation  | LAFS Standard   |
| Comprehension        |       | Sensory Language 2      | BEST.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. | 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.   |
| Comprehension        |       | Biography 2             | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.  | LAFS.K12.R.3.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| Comprehension        |       | Figurative Language 2   | BEST.ELA.5.R.3.1    | Analyze how figurative language contributes to meaning in text(s).   | 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.   |
| Comprehension        |       | Theme 2                 | BEST.ELA.5.R.1.2    | Explain the development of stated or implied theme(s) throughout 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. |
| Comprehension        |       | Cause & Effect 2        | BEST.ELA.5.R.2.1    | Explain how text structures and/or features contribute to the overall meaning of texts.  | LAFS.5.RI.2.5  | Compare and contrast the overall structure (e. g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                       |
| Comprehension        |       | Drama 2                 | BEST.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. |
| Comprehension        |       | Persuasive Techniques 2 | BEST.ELA.6.R.3.4    | Identify rhetorical appeals in a text.   | LAFS.8.RI.2.6  | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |
| Comprehension        |       | Characterization 2      | BEST.ELA.6.R.1.1    | Analyze how the interaction between characters contributes to the development of a plot in a literary text.  | LAFS.8.RL.2.6  | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                            |
| Comprehension        |       | Irony 2                 | BEST.ELA.6.R.1.1    | Analyze how the interaction between characters contributes to the development of a plot in a literary text.  | LAFS.8.RL.2.6  | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                            |
| Comprehension        |       | Compare & Contrast 2    | BEST.ELA.6.R.2.1    | Explain how individual text sections and/or features convey meaning in texts.  | LAFS.6.RI.3.9  | Compare and contrast one author's presentation of events with that of another (e. g., a memoir written by and a biography on the same person).  |

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| POWERUP LITERACY     |       |                                | FL B.E.S.T          |   | LAFS          |   |
|----------------------|-------|--------------------------------|---------------------|---|---------------|---|
| Instructional Strand | Level | Activity Name                  | FL B.E.S.T Notation | FL B.E.S.T Standard   | LAFS Notation | LAFS Standard   |
| Comprehension        |       | Argument 2                     | BEST.ELA.6.R.2.4    | Track the development of an argument, identifying the types of reasoning used.                                | LAFS.8.RI.3.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                              |
| Comprehension        |       | Tone & Mood 2                  | BEST.ELA.6.R.3.1    | Explain how figurative language contributes to tone and meaning in text(s).                                   | LAFS.8.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Comprehension        |       | Conflict 2                     | BEST.ELA.7.R.1.1    | Analyze the impact of setting on character development and plot in a literary text.                           | LAFS.8.RL.2.6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  |
| Comprehension        |       | Theme 3                        | BEST.ELA.7.R.1.2    | Compare two or more themes and their development throughout a literary text.                                  | LAFS.8.RL.1.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                         |
| Comprehension        |       | Compare & Contrast 3           | BEST.ELA.7.R.3.3    | Compare and contrast how authors with differing perspectives address the same or related topics or themes.    | LAFS.6.RI.3.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   |
| Comprehension        |       | Argument 3                     | BEST.ELA.7.R.2.4    | Track the development of an argument, analyzing the types of reasoning used and their effectiveness.          | LAFS.8.RI.3.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.                              |
| Comprehension        |       | Tone & Mood 3                  | BEST.ELA.7.R.3.1    | Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). | LAFS.8.RL.2.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Comprehension        |       | Informational Text & Summary 3 | BEST.ELA.7.R.2.1    | Explain how individual text sections and/or features convey a purpose in texts.                               | LAFS.8.RI.1.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |
| Comprehension        |       | Analysis and Evaluation 1      | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.                  | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Comprehension        |       | Analysis and Evaluation 2      | BEST.ELA.8.R.2.1    | Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.                | LAFS.8.RI.3.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |

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| POWERUP LITERACY     |       |                                   | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-----------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                     | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Comprehension        |       | Analysis and Evaluation 3         | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Comprehension        |       | Analysis and Evaluation 4         | BEST.ELA.8.R.1.1    | Analyze the interaction between character development, setting, and plot in a literary text.   | LAFS.8.RL.2.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| Word Study           |       | Closed Syllable Words (/a/ & /i/) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Decode regularly spelled two-syllable words with long vowels.   |
| Word Study           |       | Closed Syllable Words (/o/ & /u/) | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Decode regularly spelled two-syllable words with long vowels.   |
| Word Study           |       | Closed Syllable Words (/e/)       | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.2.RF.3.3 | Decode regularly spelled two-syllable words with long vowels.   |
| Word Study           |       | Closed and Silent e Syllables     | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.1.RF.3.3 | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| Word Study           |       | Consonant-le Syllables            | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           |       | Open Syllables                    | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| POWERUP LITERACY     |       |                               | FL B.E.S.T          |  | LAFS          |   |
|----------------------|-------|-------------------------------|---------------------|--|---------------|---|
| Instructional Strand | Level | Activity Name                 | FL B.E.S.T Notation | FL B.E.S.T Standard  | LAFS Notation | LAFS Standard   |
| Word Study           |       | Vowel Teams                   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           |       | Vowel Combinations            | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           |       | Vowel-r Syllables             | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           |       | Schwa Sound                   | BEST.ELA.612.F.2.2  | Know and apply phonics and word analysis skills in decoding words. Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. | LAFS.5.RF.3.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Word Study           |       | Prefixes, Roots, and Suffixes | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.8.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).   |
| Word Study           |       | Greek Combining Forms         | BEST.ELA.6.V.1.2    | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  | LAFS.8.L.3.4  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).   |