

**A Crosswalk Correlation of  
Florida myView Literacy  
Grade 4, ©2022**



To  
**Florida's B.E.S.T. English Language Arts  
& Language Arts Florida (LAFS) Standards  
Grade 4**

**A Crosswalk Correlation of Florida myView Literacy Grade 4, ©2022  
To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
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**Table of Contents**

<b>Foundational Skills .....</b>	<b>3</b>
<b>Reading .....</b>	<b>4</b>
<b>Communication .....</b>	<b>13</b>
<b>Vocabulary .....</b>	<b>31</b>
<b>ELA Expectations.....</b>	<b>34</b>
<b>ELD .....</b>	<b>40</b>

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CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Foundational Skills</b>		
ELA.4.F.1 Learning and Applying Foundational Reading Skills		
Phonics and Word Analysis		
ELA.4.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.	<b>Standard: Foundational Skills</b> <b>LAFS.4.RF.3 Phonics and Word Recognition</b> <b>LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  LAFS.4.RF.3.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TE: Unit 1, Week 3, pp. T168–T169 / SI: Unit 1, Week 3, p. 106; Lesson 2 (syllable pattern, single syllable, read and write, in context) TE: Unit 2, Week 1, pp. T54–T55 / SI: Unit 2, Week 1, p. 252; Lesson 2 (single and multisyllabic, read and write, out of context) TE: Unit 2, Week 2, pp. T122–T123 / SI: Unit 2, Week 2, p. 294; Lesson 2 (letter-sound correspondences, multisyllabic, read and write, out of context) TE: Unit 3, Week 1, pp. T42–T43 / SI: Unit 3, Week 1, p. 34; Lesson 2 (morphology, related words, multisyllabic, read and write, out of context) TE: Unit 4, Week 3, pp. T176–T177 / SI: Unit 4, Week 3, p. 318; Lesson 2 (syllable pattern, multisyllabic, read and write, out of context) TE: Unit 1, Week 4, p. T223 / SI: Unit 1, Week 4, p. 131; Possible Teaching Point (letter-sound correspondences, single & multisyllabic, read and write, in and out of context)
Fluency		
ELA.4.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	<b>Standard: Foundational Skills</b> <b>LAFS.4.RF.4 Fluency</b> <b>LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</b>  LAFS.4.RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TE: Unit 5, Week 3, pp. T142–T143 / SI: Unit 5, Week 3, pp. 502–503; Fluency (accuracy, automaticity, prosody) TE: Unit 4, Week 4, pp. T210–T211 / SI: Unit 4, Week 4, p. 330; Fluency (accuracy, automaticity, prosody) TE: Unit 3, Week 5, pp. T276–T277 / SI: Unit 3, Week 5, p. 168; Fluency (accuracy, automaticity, prosody)

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<b>LAFS.4.RF ,LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Foundational Skills</b> <b>LAFS.4.RF.4 Fluency</b> <b>LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>LAFS.4.RF.4.4.a Read on-level text with purpose and understanding.</p>	<p>TE: Unit 2, Week 3, p. T166 / SI: Unit 2, Week 3, pp. 309-319; Minn of the Mississippi TE: Unit 3, Week 1, p. T32 / SI: Unit 3, Week 1, pp. 21-27; Out of My Mind TE: Unit 4, Week 2, p. T96 / SI: Unit 4, Week 2, pp. 261-275; Thunder Rose</p>
	<p><b>Standard: Foundational Skills</b> <b>LAFS.4.RF.4 Fluency</b> <b>LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>LAFS.4.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TE: Unit 1, Week 3, p. T156 / SI: Unit 1, Week 3, p. 90; Close Read TE: Unit 2, Week 2, p. T118 / SI: Unit 2, Week 2, p. 286; Close Read TE: Unit 5, Week 4, p. T222 / SI: Unit 5, Week 4, p. 548; Close Read</p>
<b>Reading</b>		
ELA.4.R.1 Reading Prose and Poetry		
Literary Elements		
<p>ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</p>	<p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.1 Key Ideas and Details</b></p> <p>LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>TE: Unit 2, Week 3, pp. T184–T185 / SI: Unit 2, Week 3, p. 322; Minilesson (setting, events) TE: Unit 3, Week 2, p. T99 / SI: Unit 3, Week 2, p. 61; Minilesson (setting, character) TE: Unit 3, Week 2, pp. T106–T107 / SI: Unit 3, Week 2, p. 64; Minilesson (events, setting) TE: Unit 3, Week 2, p. T88 / SI: Unit 3, Week 2, p. 50; Close Read (conflict, character) TE: Unit 3, Week 2, p. 93 / SI: Unit 3, Week 2, p. 55; Close Read (setting, conflict)</p>

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<b>Theme</b>		
ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text.	<b>Standard: Reading Literature LAFS.4.RL.1 Key Ideas and Details</b>  LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TE: Unit 4, Week 2, pp. T86–T87 / SI: Unit 4, Week 2, p. 258; Minilesson (character's response) TE: Unit 4, Week 2, p. T107 / SI: Unit 4, Week 2, p. 271; Close Read (character's response) TE: Unit 4, Week 2, pp. T118–T119 / SI: Unit 4, Week 2, p. 278; Minilesson (character's response) TE: Unit 4, Week 4, pp. T246–T247 / SI: Unit 4, Week 4, p. 354; Minilesson (speaker's reflection) TE: Unit 4, Week 2, pp. T82–T83 / SI: Unit 4, Week 2, pp. 256–257; Interact with Sources (speaker's reflection)
<b>Perspective and Point of View</b>		
ELA.4.R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	<b>Standard: Reading Literature LAFS.4.RL.2 Craft and Structure</b>  LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TE: Unit 3, Week 4, pp. T246–T247 / SI: Unit 3, Week 4, p. 152; Minilesson (narrator's point of view) SI: Unit 3, Week 4, p. AP234; Reading (point of view/perspective) TE: Unit 3, Week 4, p. T214 / SI: Unit 3, Week 4, p. 124; Close Read (narrator's point of view) TE: Unit 3, Week 4, p. T228 / SI: Unit 3, Week 4, p. 138; Close Read (narrator's point of view)
<b>Poetry</b>		
ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem.	No direct alignment to the LAFS	TE: Unit 2, Week 4, pp. T214–T215 / SI: Unit 2, Week 4, pp. 338–339; Minilesson (rhyme, structure) TE: Unit 2, Week 4, pp. T244–T245 / SI: Unit 2, Week 4, p. 356; Minilesson (rhyme, structure) TE: Unit 3, Week 5, p. T276; Minilesson (rhyme, structure)

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<b>LAFS.4.RL LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.2 Craft and Structure</b></p> <p>LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>TE: Unit 3, Week 5, p. T316 / SI: Unit 3, Week 5, p. 182; Minilesson TE: Unit 4, Week 3, p. T180 / SI: Unit 4, Week 3, p. 314; Minilesson TE: Unit 5, Week 5, p. T328 / SI: Unit 5, Week 5, p. 396; Minilesson</p>
	<p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.3 Integration of Knowledge and Ideas</b></p> <p>LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>TE: Unit 4, Week 3, p. T144 / SI: Unit 4, Week 3, p. 293; Act It Out TE: Unit 4, Week 3, p. T180 / SI: Unit 4, Week 3, p. 314; Minilesson</p>

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	<p><b>Standard: Reading Literature LAFS.4.RL.3 Integration of Knowledge and Ideas</b></p> <p>LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>TE: Unit 4, Week 1, p. T72 / SI: Unit 4, Week 1, p. 244; Minilesson TE: Unit 4, Week 5, p. T296 / SI: Unit 4, Week 5, p. 382; Read and Compare TE: Unit 4, Week 5, p. T312 / SI: Unit 4, Week 5, p. 394; Minilesson</p>

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ELA.4.R.2 Reading Informational Text		
Structure		
<p>ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</p>	<p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.2 Craft and Structure</b></p> <p>LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.3 Integration of Knowledge and Ideas</b></p> <p>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>TE: Unit 1, Week 4, pp. T202–T203 / SI: Unit 1, Week 4, pp. 118–119; Minilesson (text features) TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184; Minilesson (sequence text structure) TE: Unit 1, Week 5, pp. T264–T265 / SI: Unit 1, Week 5, pp. 154–155; Minilesson (sequence text structure) TE: Unit 2, Week 5, pp. T310–T311 / SI: Unit 2, Week 5, p. 399; Minilesson (description text structure) TE: Unit 5, Week 1, pp. T22–T23 / SI: Unit 5, Week 1, pp. 434–435; Minilesson (text features) TE: Unit 1, Week 1, p. T46 / SI: Unit 1, Week 1, p. 32; Close Read (description text structure) TE: Unit 1, Week 5, p. T285 / SI: Unit 1, Week 5, p. 167; Close Read (problem/solution text structure)</p>

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<b>Central Idea</b>		
ELA.4.R.2.2 Explain how relevant details support the central idea, implied or explicit.	<b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.1 Key Ideas and Details</b>  LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TE: Unit 2, Week 1, pp. T58–T59 / SI: Unit 2, Week 1, p. 248; Minilesson TE: Unit 1, Week 3, pp. T180–T181 / SI: Unit 1, Week 3, p. 103; Minilesson TE: Unit 5, Week 2, pp. T112–T113 / SI: Unit 5, Week 2, p. 486; Minilesson TE: Unit 1, Week 3, pp. T172–T173 / SI: Unit 1, Week 3, p. 102; Minilesson TE: Unit 4, Week 6, pp. T468–T469 / SI: Unit 4, Week 6, p. 412; Collaborate TE: Unit 5, Week 2, p. T103 / SI: Unit 5, Week 2, p. 481; Close Read
<b>Purpose and Perspective</b>		
ELA.4.R.2.3 Explain an author’s perspective toward a topic in an informational text.	No direct alignment to the LAFS	TE: Unit 3, Week 3, pp. T172–T173 / SI: Unit 3, Week 3, p. 104; Minilesson TE: Unit 5, Week 5, pp. T306–T307 / SI: Unit 5, Week 5, p. 605; Minilesson TE: Unit 3, Week 3, pp. T180–T181 / SI: Unit 3, Week 3, p. 105; Minilesson
<b>Argument</b>		
ELA.4.R.2.4 Explain an author’s claim and the reasons and evidence used to support the claim.	<b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.3 Integration of Knowledge and Ideas</b>  LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.	TE: Unit 3, Week 6, pp. T456–T457 / SI: Unit 3, Week 6, p. 198; Collaborate TE: Unit 5, Week 3, pp. T142–T143 / SI: Unit 5, Week 3, pp. 502–503; Minilesson TE: Unit 5, Week 3, pp. T180–T181 / SI: Unit 5, Week 3, p. 528; Minilesson TE: Unit 5, Week 3, pp. T188–T189 / SI: Unit 5, Week 3, p. 529; Minilesson TE: Unit 5, Week 6, pp. T460–T461 / SI: Unit 5, Week 6, p. 618; Collaborate

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<b>LAFS.4.RI LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.3 Integration of Knowledge and Ideas</b></p> <p>LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>TE: Unit 1, Week 2, p. T108; My View TE: Unit 1, Week 5, p. T290 / SI: Unit 1, Week 5, p. 172; Close Read TE: Unit 5, Week 3, p. T188 / SI: Unit 5, Week 3, p. 529; Minilesson</p>
	<p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.2 Craft and Structure</b></p> <p>LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>TE: Unit 1, Week 3, p. T166 / SI: Unit 1, Week 3, p. 100; Minilesson TE: Unit 2, Week 5, p. T302 / SI: Unit 2, Week 5, p. 392; Minilesson TE: Unit 5, Week 3, p. T174 / SI: Unit 5, Week 3, p. 526; Minilesson</p>

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ELA.4.R.3 Reading Across Genres		
Interpreting Figurative Language		
ELA.4.R.3.1 Explain how figurative language contributes to meaning in text(s).	<b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.2 Craft and Structure</b>  LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	TE: Unit 1, Week 2, pp. T116–T117 / SI: Unit 1, Week 2, p. 75; Minilesson (simile, metaphor) TE: Unit 2, Week 3, pp. T186–T187 / SI: Unit 2, Week 3, p. 327; Minilesson (simile, metaphor) TE: Unit 2, Week 3, p. T176 / SI: Unit 2, Week 3, p. 318; Possible Teaching Point (alliteration) TE: Unit 3, Week 4, p. T229 / SI: Unit 3, Week 4, p. 139; Possible Teaching Point (personification) TE: Unit 4, Week 4, pp. T212–T213 / SI: Unit 4, Week 4, p. 357; Minilesson (idiom) TE: Unit 4, Week 4, p. T237 / SI: Unit 4, Week 4, p. 349; Possible Teaching Point (idiom) TE: Unit 5, Week 3, p. T158 / SI: Unit 5, Week 3, p. 510; Possible Teaching Point (alliteration) TE: Unit 4, Week 2, p. T103 / SI: Unit 4, Week 2, pp. 266–267; Possible Teaching Point (hyperbole)

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Paraphrasing and Summarizing		
<p>ELA.4.R.3.2 Summarize a text to enhance comprehension.</p> <p>a. Include plot and theme for a literary text.</p> <p>b. Include the central idea and relevant details for an informational text.</p>	<p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.1 Key Ideas and Details</b></p> <p>LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.2 Craft and Structure</b></p> <p>LAFS.4.RI.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>TE: Unit 4, Week 3, p. T171 / SI: Unit 4, Week 3, p. 309; Close Read (theme)</p> <p>TE: Unit 4, Week 3, pp. T188–T189 / SI: Unit 4, Week 3, p. 315; Minilesson (plot, theme)</p> <p>TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 185; Minilesson</p> <p>TE: Unit 5, Week 3, p. T188–T189 / SI: Unit 5, Week 3, p. 529; Minilesson</p>

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<b>Comparative Reading</b>		
ELA.4.R.3.3 Compare and contrast accounts of the same event using primary and/or secondary sources.	<b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.2 Craft and Structure</b>  LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  <b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.3 Integration of Knowledge and Ideas</b>  LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	SI: Unit 1, Week 1, p. AP235; Reading
<b>Communication</b>		
<b>ELA.4.C.1 Communicating Through Writing</b>		
<b>Handwriting</b>		
ELA.4.C.1.1 Demonstrate legible cursive writing skills.	<b>Standard Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> LAFS.4.L.1.1.a Demonstrate legible cursive writing skills.	TE: Unit 1, Week 5, p. T442 / SI: Unit 1, Week 5, p. 195; Model and Practice TE: Unit 2, Week 5, p. T444 / SI: Unit 2, Week 5, p. 405; Model and Practice TE: Unit 3, Week 5, p. T436 / SI: Unit 3, Week 5, p. 191; Model and Practice TE: Unit 4, Week 5, p. T448 / SI: Unit 4, Week 5, p. 405; Model and Practice

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Narrative Writing		
<p>ELA.4.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.</p>	<p><b>Standard: Writing LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Standard: Writing LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>Standard: Writing LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>TE: Unit 1, Week 2, pp. T374–T375 / SI: Unit 1, Week 2, p. 82; Minilesson (description) TE: Unit 1, Week 2, pp. T378–T379 / SI: Unit 1, Week 2, p. 83; Minilesson (description) TE: Unit 1, Week 3, pp. T390–T391 / SI: Unit 1, Week 3, p. 112; Minilesson (sequence) TE: Unit 1, Week 3, pp. T394–T395 / SI: Unit 1, Week 3, p. 113; Minilesson (transitions) TE: Unit 1, Week 3, pp. T398–T399 / SI: Unit 1, Week 3, p. 114; Minilesson (dialogue) TE: Unit 3, Week 3, pp. T384–T385 / SI: Unit 3, Week 3, p. 114; Minilesson (sequence)</p>

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(Continued)	<p>(Continued)</p> <p><b>LAFS.4.W Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>LAFS.4.W Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.3.e Provide a conclusion that follows from the narrated experiences or events.</p>	(Continued)

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CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Argumentative Writing		
<p>ELA.4.C.1.3 Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.</p>	<p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.1.b Provide reasons that are supported by facts and details.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>TE: Unit 4, Week 1, pp. T352–T353 / SI: Unit 4, Week 1, p. 253; Minilesson (logical reasons) TE: Unit 4, Week 2, pp. T372–T373 / SI: Unit 4, Week 2, p. 288; Minilesson (logical reasons) TE: Unit 4, Week 2, pp. T376–T377 / SI: Unit 4, Week 2, p. 289; Minilesson (elaboration) TE: Unit 4, Week 3, pp. T396–T397 / SI: Unit 4, Week 3, p. 324; Minilesson (organizational structure) TE: Unit 4, Week 3, pp. T400–T401 / SI: Unit 4, Week 3, p. 325; Minilesson (organizational structure) TE: Unit 4, Week 3, pp. T404–T405 / SI: Unit 4, Week 3, p. 326; Minilesson (transitions) TE: Unit 1, Week 1, p. T37 / SI: Unit 1, Week 1, p. 23; Close Read (elaboration) TE: Unit 1, Week 6, pp. T468–T469 / SI: Unit 1, Week 6, pp. 208–209; Primary and Secondary Sources (multiple sources)</p>



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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

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(Continued)	(Continued) <b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b>  LAFS.4.W.1.1.d Provide a concluding statement or section related to the opinion presented.	(Continued)
<b>Expository Writing</b>		
<p>ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p>	<p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>TE: Unit 2, Week 1, p. T356 / SI: Unit 2, Week 1, p. 261; Minilesson (elaboration) TE: Unit 2, Week 2, pp. T364–T365 / SI: Unit 2, Week 2, p. 299; Minilesson (description, organizational structure) TE: Unit 2, Week 2, pp. T368–T369 / SI: Unit 2, Week 2, p. 300; Minilesson (elaboration) TE: Unit 2, Week 2, p. T380 / SI: Unit 2, Week 2, p. 303; Minilesson (organizational structure) TE: Unit 2, Week 3, pp. T400–T401 / SI: Unit 2, Week 3, p. 334; Minilesson (transitions) TE: Unit 2, Week 4, pp. T412–T413 / SI: Unit 2, Week 4, p. 365; Minilesson (transitions) TE: Unit 2, Week 6, pp. T466–T467 / SI: Unit 2, Week 6, pp. 414–415; Library Databases (multiple sources)</p>

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and Language Arts Florida Standards, Grade 4**

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(Continued)	<p>(Continued)</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Standard: Writing</b> <b>LAFS.4.W.1 Text Types and Purposes</b></p> <p>LAFS.4.W.1.2.e Provide a concluding statement or section related to the information or explanation presented.</p>	(Continued)

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Improving Writing		
<p>ELA.4.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p>	<p><b>Standard: Writing</b> <b>LAFS.4.W.2 Production and Distribution of Writing</b></p> <p>LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>TE: Unit 1, Week 1, p. T354 / SI: Unit 1, Week 1, p. 49; Minilesson (planning) TE: Unit 1, Week 5, pp. T434–T435 / SI: Unit 1, Week 5, p. 193; Minilesson, Independent Writing (editing, adult support, peer feedback) TE: Unit 1, Week 5, pp. T438–T439 / SI: Unit 1, Week 5, p. 194; Minilesson, Independent Writing (editing, adult support, peer feedback) TE: Unit 3, Week 1, p. T348 / SI: Unit 3, Week 1, p. 43; Minilesson (planning) TE: Unit 3, Week 5, pp. T428–T429 / SI: Unit 3, Week 5, p. 189; Minilesson (revising) TE: Unit 5, Week 4, pp. T412–T413 / SI: Unit 5, Week 4, p. 572; Minilesson (revising)</p>
ELA.4.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p>	<p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.2 Presentation of Knowledge and Ideas</b></p> <p>LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>TE: Unit 2, Week 1, pp. T74–T75 / SI: Unit 2, Week 1, p. 250; Minilesson (audience, pacing, volume, pronunciation) TE: Unit 2, Week 6, pp. T476–T477 / SI: Unit 2, Week 6, p. 424; Celebrate! (audience, rate, pronunciation, volume) SI: Unit 2, Week 6, p. AP236; Oral Presentation (posture, tone) TE: Unit 3, Week 6, pp. T468–T469 / SI: Unit 3, Week 6, p. 210; Celebrate! (volume, audience, pronunciation, pacing) TE: Unit 4, Week 6, p. T480; Celebrate! (audience, pacing, pronunciation, volume) TE: Unit 5, Week 6, pp. T472–T473 / SI: Unit 5, Week 6, p. 630; Time to Celebrate! (audience, pacing, volume) TE: Unit 5, Week 6, pp. 470–T471 / SI: Unit 5, Week 6, p. 628; Collaborate and Discuss (logical sequence)</p>

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and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>LAFS.4.SL LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Speaking and Listening</b>  <b>LAFS.4.SL.2 Presentation of Knowledge and Ideas</b></p> <p>LAFS.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>TE: Unit 2, Week 5, p. T324 / SI: Unit 2, Week 5, p. 396; Minilesson  TE: Unit 4, Week 6, p. T480 / SI: Unit 4, Week 6, p. 424; Celebrate and Reflect  TE: Unit 5, Week 6, p. T472 / SI: Unit 5, Week 6 p. 630; Celebrate and Reflect</p>

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and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELA.4.C.3 Following Conventions		
Conventions		
<p>ELA.4.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.1.a Demonstrate legible cursive writing skills. LAFS.4.L.1.1.b Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 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. LAFS.4.L.1.1.d Use modal auxiliaries (e.g., can, may, must) to convey various conditions. LAFS.4.L.1.1.e Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). LAFS.4.L.1.1.f Form and use prepositional phrases. LAFS.4.L.1.1.g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>SI: Unit 2, Week 5, p. AP237; Language and Conventions SI: Unit 2, Week 2, p. AP239; Language and Conventions (appositives) SI: Unit 3, Week 4, p. AP241; Language and Conventions SI: Unit 5, Week 4, p. AP238; Language and Conventions SI: Unit 5, Week 4, p. AP240; Language and Conventions TE: Unit 1, Week 2, p. T369; Lesson 2 TE: Unit 1, Week 2, p. T373; Lesson 3 TE: Unit 1, Week 2, p. T377 / SI: Unit 1, Week 2, p. 78; Lesson 4 TE: Unit 1, Week 2, p. T377; Lesson 4 TE: Unit 1, Week 2, p. T381 / SI: Unit 1, Week 2, p. AP12; Language and Conventions TE: Unit 1, Week 2, p. T405 / SI: Unit 1, Week 3, p. AP13; Language and Conventions TE: Unit 1, Week 3, p. T393; Lesson 2 (complete sentences) TE: Unit 1, Week 3, p. T401 / SI: Unit 1, Week 3, p. 110 (complete sentences) TE: Unit 1, Week 4, p. T417; Lesson 2 (run-on) TE: Unit 1, Week 4, p. T425 / SI: Unit 1, Week 4, p. 146; Lesson 4 (run-on) TE: Unit 1, Week 4, p. T426 / SI: Unit 1, Week 4, p. 151; Minilesson (person) TE: Unit 1, Week 5, p. T441; Lesson 2 (sentence fragments) TE: Unit 1, Week 5, p. T449 / SI: Unit 1, Week 5, p. 192; Lesson 4 (sentence fragments) TE: Unit 2, Week 2, p. T371; Lesson 2 (clauses) TE: Unit 2, Week 2, p. T375; Lesson 3 (clauses) TE: Unit 2, Week 2, p. T379 / SI: Unit 2, Week 2, p. 298; Lesson 4 (clauses) TE: Unit 2, Week 2, p. T383 / SI: Unit 2, Week 2, p. AP56; Language and Conventions (clauses) TE: Unit 2, Week 4, p. T428 / SI: Unit 2, Week 4, p. 369; Minilesson TE: Unit 3, Week 4, p. T420 / SI: Unit 3, Week 4, p. 165; Minilesson (person, case) TE: Unit 3, Week 4, pp. T416–T417 / SI: Unit 3, Week 4, p. 164; Minilesson TE: Unit 4, Week 1, p. T351; Lesson 2 (person) TE: Unit 4, Week 1, p. T355; Lesson 3 (case) TE: Unit 4, Week 1, p. T359 / SI: Unit 4, Week 1, p. 250; Lesson 4 (case) TE: Unit 4, Week 1, p. T363 / SI: Unit 4, Week 1, p. AP143; Lesson 5 (case, number)</p>

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and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
(Continued)	<p>(Continued)</p> <p>LAFS.4.L.1.1.h Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p><b>Standard: Language</b>  <b>LAFS.4.L.1 Conventions of Standard English</b>  <b>LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>LAFS.4.L.1.2.a Use correct capitalization.  LAFS.4.L.1.2.b Use commas and quotation marks to mark direct speech and quotations from a text.  LAFS.4.L.1.2.c Use a comma before a coordinating conjunction in a compound sentence.  LAFS.4.L.1.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>	(Continued)

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and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
(Continued)	<p>(Continued)  <b>Standard: Language</b>  <b>LAFS.4.L.2 Knowledge of Language</b>  <b>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>LAFS.4.L.2.3.a Choose words and phrases to convey ideas precisely.  LAFS.4.L.2.3.b Choose punctuation for effect.  LAFS.4.L.2.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	(Continued)
<b>LAFS.4.L LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Language</b>  <b>LAFS.4.L.1 Conventions of Standard English</b>  <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.1.b Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>TE: Unit 1, Week 4, p. T426 / SI: Unit 1, Week 4, p. 151; Minilesson  TE: Unit 2, Week 4, p. T424 / SI: Unit 2, Week 4, p. 368; Minilesson  TE: Unit 5, Week 1, p. T351 / SI: Unit 5, Week 1, p. 460; Practice Relative Adverbs</p>

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and Language Arts Florida Standards, Grade 4**

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	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>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.</p>	<p>TE: Unit 3, Week 4, p. T411; Oral Language: Progressive Verb Tenses TE: Unit 3, Week 4, p. T419 / SI: Unit 3, Week 4, p. 160; Practice Progressive Verb Tenses TE: Unit 5, Week 4, p. T408 / SI: Unit 5, Week 4, p. 571; Minilesson</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.1.e Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p>TE: Unit 1, Week 4, p. T418 / Unit 1, Week 4, p. 149; Minilesson TE: Unit 4, Week 2, p. T379; Teach Adjectives TE: Unit 5, Week 4, p. T420 / SI: Unit 5, Week 4, p. 574; Minilesson</p>



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and Language Arts Florida Standards, Grade 4**

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	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.1.f Form and use prepositional phrases.</p>	<p>TE: Unit 3, Week 1, p. T347 / SI: Unit 3, Week 1, p. 38; Practice Compound Sentences s/b Practice Prepositional Phrases? TE: Unit 3, Week 4, p. T412 / SI: Unit 3, Week 4, p. 163; Minilesson TE: Unit 5, Week 4, p. T424 / SI: Unit 5, Week 4, p. 575; Minilesson</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.1.h Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>TE: Unit 4, Week 5, p. T280; Teach Homophones TE: Unit 4, Week 5, p. T308 / SI: Unit 4, Week 5, p. 398; Word Study TE: Unit 4, Week 5, p. T330; Word Study</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.2.a Use correct capitalization.</p>	<p>TE: Unit 2, Week 4, p. T420 / SI: Unit 2, Week 4, p. 367; Minilesson TE: Unit 3, Week 5, p. T432 / SI: Unit 3, Week 5, p. 190; Minilesson TE: Unit 5, Week 2, p. T375 / SI: Unit 5, Week 2, p. 494; Practice Capitalization Rules</p>

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and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>TE: Unit 1, Week 3, p. T398 / SI: Unit 1, Week 3, p. 114; Minilesson TE: Unit 2, Week 4, p. T260 / SI: Unit 2, Week 4, p. 358; Minilesson TE: Unit 3, Week 6, p. T462 / SI: Unit 3, Week 6, p. 204; Refine Research</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.1 Conventions of Standard English</b> <b>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>LAFS.4.L.1.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TE: Unit 1, Week 5, p. T434 / SI: Unit 1, Week 5, p. 193; Minilesson TE: Unit 2, Week 5, p. T450; Spelling TE: Unit 5, Week 3, p. T394; Spelling</p>

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

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	<p><b>Standard: Language</b> <b>LAFS.4.L.2 Knowledge of Language</b> <b>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>LAFS.4.L.2.3.a Choose words and phrases to convey ideas precisely.</p>	<p>TE: Unit 2, Week 4, p. T416 / SI: Unit 2, Week 4, p. 366; Minilesson TE: Unit 4, Week 4, p. T256 / SI: Unit 4, Week 4, p. 360; Minilesson TE: Unit 5, Week 4, p. T416 / SI: Unit 5, Week 4, p. 573; Minilesson</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.2 Knowledge of Language</b> <b>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>LAFS.4.L.2.3.b Choose punctuation for effect.</p>	<p>TE: Unit 5, Week 1, p. T344 / SI: Unit 5, Week 1, p. 463; Minilesson TE: Unit 5, Week 3, p. T392 / SI: Unit 5, Week 3, p. 539; Minilesson TE: Unit 5, Week 3, p. T393; Independent Writing</p>
	<p><b>Standard: Language</b> <b>LAFS.4.L.2 Knowledge of Language</b> <b>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p>LAFS.4.L.2.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>TE: Unit 2, Week 5, p. T324 / SI: Unit 2, Week 5, p. 396; Minilesson TE: Unit 4, Week 6, p. T480 / SI: Unit 4, Week 6, p. 424; Celebrate and Reflect TE: Unit 5, Week 6, p. T472 / SI: Unit 5, Week 6 p. 630; Celebrate and Reflect</p>

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and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELA.4.C.4 Researching		
Researching and Using Information		
ELA.4.C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple valid sources.	<b>Standard: Writing</b> <b>LAFS.4.W.3 Research to Build and Present Knowledge</b>  LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <b>Standard: Writing</b> <b>LAFS.4.W.3 Research to Build and Present Knowledge</b>  LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	TE: Unit 1, Week 6, pp. T464–T465 / SI: Unit 1, Week 6, pp. 204–205; Conduct Research (multiple valid sources) TE: Unit 3, Week 6, pp. T458–T459 / SI: Unit 3, Week 6, pp. 200–201; Conduct Research (multiple valid sources) TE: Unit 4, Week 6, p. T470–T471 / SI: Unit 4, Week 6, pp. pp. 414–415; Conduct Research (answer a question, organize information) TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 620–621; Conduct Research (answer a question)
<b>LAFS.4.W LAFS that do not match B.E.S.T. Standards</b>		
	<b>Standard: Writing</b> <b>LAFS.4.W.3 Research to Build and Present Knowledge</b>  LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	TE: Unit 1, Week 3, p. T188 / SI: Unit 1, Week 3, p. 104; Minilesson TE: Unit 2, Week 2, p. T142 / SI: Unit 2, Week 2, p. 292; Minilesson TE: Unit 5, Week 2, p. T128 / SI: Unit 5, Week 2, p. 488; Minilesson

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
	<p><b>Standard: Writing</b> <b>LAFS.4.W.3 Research to Build and Present Knowledge</b></p> <p>LAFS.4.W.3.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>TE: Unit 2, Week 3, p. T200 / SI: Unit 2, Week 3, p. 324; Minilesson TE: Unit 3, Week 2, p. T122 / SI: Unit 3, Week 2, p. 66; Minilesson TE: Unit 4, Week 3, p. T196 / SI: Unit 4, Week 3, p. 316; Minilesson</p>
	<p><b>Standard: Writing</b> <b>LAFS.4.W.3 Research to Build and Present Knowledge</b></p> <p>LAFS.4.W.3.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>TE: Unit 5, Week 2, p. T128 / SI: Unit 5, Week 2, p. 488; Minilesson TE: Unit 5, Week 3, p. T196 / SI: Unit 5, Week 3, p. 530; Minilesson TE: Unit 5, Week 4, p. T256 / SI: Unit 5, Week 4, p. 564; Minilesson</p>
ELA.4.C.5 Creating and Collaborating		
Multimedia		
<p>ELA.4.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.</p>	<p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.2 Presentation of Knowledge and Ideas</b></p> <p>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TE: Unit 1, Week 6, pp. T470–T471 / SI: Unit 1, Week 6, pp. 210–211; Incorporate Media TE: Unit 2, Week 6, pp. T472–T473 / SI: Unit 2, Week 6, pp. 420–421; Incorporate Media TE: Unit 3, Week 6, pp. T464–T465 / SI: Unit 3, Week 6, pp. 206–207; Incorporate Media TE: Unit 5, Week 6, pp. T466–T467 / SI: Unit 5, Week 6, pp. 624–625; Primary and Secondary Sources</p>

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Technology in Communication		
ELA.4.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	<b>Standard: Writing</b> <b>LAFS.4.W.2 Production and Distribution of Writing</b>  LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	TE: Unit 4, Week 2, p. T384 / SI: Unit 4, Week 2, p. 291; Minilesson (draft, revise) TE: Unit 4, Week 3, p. T408 / SI: Unit 4, Week 3, p. 327; Minilesson (plan) TE: Unit 4, Week 6, pp. T470–T471 / SI: Unit 4, Week 6, pp. 414–415; Conduct Research (plan) TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 620–621; Model and Practice (plan)
<b>LAFS.4.W LAFS that do not match B.E.S.T. Standards</b>		
	<b>Standard: Writing</b> <b>LAFS.4.W.2 Production and Distribution of Writing</b>  LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TE: Unit 1, Week 1, p. T350 / SI: Unit 1, Week 1, p. 48; Minilesson TE: Unit 2, Week 1, p. T356 / SI: Unit 2, Week 1, p. 261; Minilesson TE: Unit 4, Week 1, p. T360 / SI: Unit 4, Week 1, p. 255; Minilesson

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

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<b>Vocabulary</b>		
ELA.4.V.1 Finding Meaning		
Academic Vocabulary		
ELA.4.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	<b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use</b>  LAFS.4.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).	TE: Unit 1, pp. T12–T13 / SI: Unit 1, p. 13; Academic Vocabulary (speaking, writing) TE: Unit 3, pp. T12–T13 / SI: Unit 3, p. 15; Academic Vocabulary (speaking, writing) TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 39; Academic Vocabulary (speaking, writing) TE: Unit 5, Week 1, pp. T24–T25 / SI: Unit 5, Week 1, p. 455; Academic Vocabulary (speaking, writing) TE: Unit 2, Week 6, p. T463 / SI: Unit 2, Week 6, p. 411; Use Academic Words (writing)
<b>Morphology</b>		
ELA.4.V.1.2 Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	<b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>  LAFS.4.L.3.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	TE: Unit 1, Week 2, p. T88; Lesson 1 (affixes) TE: Unit 1, Week 2, pp. T110–T111 / SI: Unit 1, Week 2, p. 74; Lesson 2 (affixes) TE: Unit 2, Week 4, pp. T240–T241 / SI: Unit 2, Week 4, p. 360; Lesson 2 (Greek roots) TE: Unit 2, Week 4, pp. T248–T249 / SI: Unit 2, Week 4, p. AP48; Lesson 3 (Greek roots) TE: Unit 2, Week 5, pp. T304–T305 / SI: Unit 2, Week 5, p. 398; Lesson 2 (Latin roots) TE: Unit 4, Week 1, pp. T52–T53 / SI: Unit 4, Week 1, p. 246; Lesson 2 (Greek and Latin prefixes) TE: Unit 4, Week 1, pp. T60–T61 / SI: Unit 4, Week 1, p. AP133; Lesson 3 (Greek and Latin prefixes) TE: Unit 5, Week 4, p. 258; Lesson 5 (prefixes, base words)

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

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Context and Connotation		
<p>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.</p>	<p><b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b></p> <p>LAFS.4.L.3.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b></p> <p>LAFS.4.L.3.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>TE: Unit 1, Week 4, pp. T204–T205 / SI: Unit 1, Week 4, p. 141; Minilesson (figurative language, unknown words) TE: Unit 2, Week 3, pp. T158–T159 / SI: Unit 2, Week 3, p. 325; Minilesson (context clues, unknown words) TE: Unit 3, Week 2, pp. T78–T79 / SI: Unit 3, Week 2, p. 67; Minilesson (word relationships, reference materials) TE: Unit 3, Week 3, pp. T138–T139 / SI: Unit 3, Week 3, p. 107; Minilesson (context clues, unknown words) TE: Unit 4, Week 2, pp. T88–T89 / SI: Unit 4, Week 2, p. 281; Minilesson (word relationships, unknown words) TE: Unit 3, Week 5, pp. T300–T301 / SI: Unit 3, Week 5, p. 180; Minilesson (figurative language) TE: Unit 3, Week 4, p. T229 / SI: Unit 3, Week 4, p. 139; Possible Teaching Point (figurative language) TE: Unit 1, pp. T490–T491 / SI: Unit 1, p. 426; How to Use a Glossary (reference materials) TE: Unit 1, Week 4, pp. T200–T201; Listening Comprehension (read aloud, think aloud, background knowledge) TE: Unit 2, Week 2, pp. T86–T87; Listening Comprehension (read aloud, think aloud, background knowledge)</p>



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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
(Continued)	<p>(Continued)</p> <p><b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.</b></p> <p>LAFS.4.L.3.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.</b></p> <p>LAFS.4.L.3.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	(Continued)

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
(Continued)	(Continued) <b>Standard: Language LAFS.4.L.3 Vocabulary Acquisition and Use LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.</b>  LAFS.4.L.3.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	(Continued)
<b>K-12 ELA Expectations</b>		
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	No direct alignment to the LAFS	TE: Unit 2, Week 6, pp. T470–T471 / SI: Unit 2, Week 6, pp. 418–419; Develop a Bibliography TE: Unit 3, Week 6, pp. T462–T463 / SI: Unit 3, Week 6, pp. 204–205; Paraphrasing and Quoting TE: Unit 4, Week 6, pp. T474–T475 / SI: Unit 4, Week 6, pp. 418–419; Creating and Bibliography

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.4 Range of Reading and Level of Text Complexity</b></p> <p>LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.4 Range of Reading and Level of Text Complexity</b></p> <p>LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TE: Unit 1, pp. R2–R6; Text Complexity Charts TE: Unit 1, Week 4, pp. T212–T213 / SI: Unit 1, Week 4, pp. 120–121; First Read Strategies TE: Unit 2, Week 3, pp. T166–T167 / SI: Unit 2, Week 3, pp. 308–309; First Read Strategies TE: Unit 3, Week 2, pp. T86–T87 / SI: Unit 3, Week 2, pp. 48–49; First Read Strategies TE: Unit 4, Week 1, pp. T32–T33 / SI: Unit 4, Week 1, pp. 222–223; First Read Strategies TE: Unit 5, Week 1, pp. T32–T33 / SI: Unit 5, Week 1, pp. 436–437; First Read Strategies</p>

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and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p><b>Standard: Reading Literature</b> <b>LAFS.4.RL.1 Key Ideas and Details</b></p> <p>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.</p> <p><b>Standard: Reading Informational Text</b> <b>LAFS.4.RI.1 Key Ideas and Details</b></p> <p>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TE: Unit 3, Week 1, pp. T54–T55 / SI: Unit 3, Week 1, p. 31; Minilesson TE: Unit 4, Week 2, pp. T118–T119 / SI: Unit 4, Week 2, p. 278; Minilesson TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, p. 453; Minilesson TE: Unit 5, Week 4, pp. T248–T249 / SI: Unit 5, Week 4, p. 563; Minilesson TE: Unit 5, Week 1, p. T40 / SI: Unit 5, Week 1, pp. 444–445; Close Read</p>

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and Language Arts Florida Standards, Grade 4**

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>TE: Unit 1, Week 5, pp. T322–T323 / SI: Unit 1, Week 5, p. 186; Talk About It TE: Unit 2, Week 1, pp. T74–T75 / SI: Unit 2, Week 1, p. 250; Talk About It TE: Unit 3, Week 1, pp. T62–T63 / SI: Unit 3, Week 1, p. 32; Talk About It TE: Unit 4, Week 5, pp. T328–T329 / SI: Unit 4, Week 5, p. 396; Talk About It TE: Unit 5, Week 1, pp. T68–T69 / SI: Unit 5, Week 1, p. 454; Talk About It</p>

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and Language Arts Florida Standards, Grade 4**

CPALMS Course 5010045 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
	<p>(Continued) <b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	
<b>LAFS.4.SL LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TE: Unit 1, Week 1, p. T70 / SI: Unit 1, Week 1, p. 38; Minilesson TE: Unit 3, Week, 1, p. T20; Listening Comprehension: Realistic Fiction TE: Unit 5, Week 1, p. T20; Listening Comprehension: Informational Text</p>

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
	<p><b>Standard: Speaking and Listening</b> <b>LAFS.4.SL.1 Comprehension and Collaboration</b></p> <p>LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TE: Unit 1, Week 5, p. T322 / SI: Unit 1, Week 5, p. 186; Minilesson TE: Unit 3, Week 1, p. T62 / SI: Unit 3, Week 1, p. 32; Minilesson TE: Unit 5, Week 1, p. T68 / SI: Unit 5, Week 1, p. 454; Minilesson</p>
<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: Unit 1, Week 5, pp. T450–T451 / SI: Unit 1, Week 5, p. 197; 4-Point Narrative Nonfiction Writing Rubric TE: Unit 2, Week 5, pp. T452–T453 / SI: Unit 2, Week 5, p. 407; 4-Point Informational Writing Rubric TE: Unit 2, Week 6, p. T459; 4-Point Research Project Rubric TE: Unit 3, Week 6, p. T451; 4-Point Research Project Rubric TE: Unit 4, Week 5, pp. T456–T457 / SI: Unit 4, Week 5, p. 407; 4-Point Argumentative Writing Rubric TE: Unit 5, Week 6, p. T455; 4-Point Research Project Rubric</p>
<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: Unit 4, Week 1, pp. T66–T67 / SI: Unit 4, Week 1, p. 248; Minilesson TE: Unit 4, Week 6, pp. T472–T473 / SI: Unit 4, Week 6, p. 416; Write for a Reader TE: Unit 3, Week 6, pp. T466–T467 / SI: Unit 3, Week 6, p. 208; Revise and Edit TE: Unit 1, Week 1, p. T342–T343 / SI: Unit 1, Week 1, p. 46; Minilesson, Independent Writing</p>

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To the Florida English Language Arts CPALMS Course 5010045 B.E.S.T. Standards  
and Language Arts Florida Standards, Grade 4**

<b>CPALMS Course 5010045 (B.E.S.T.) Standards</b>	<b>Language Arts Florida Standards (LAFS)</b>	<b>LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL</b>
<b>ELD</b>		
ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	TE: Unit 1, Week 2, p. T116; ELL Targeted Support TE: Unit 1, Week 3, p. T172; ELL Targeted Support TE: Unit 1, Week 6, p. T459; ELL Targeted Support
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	TE: Unit 1, Week 2, p. T124; ELL Targeted Support TE: Unit 1, Week 6, p. T467; ELL Targeted Support TE: Unit 1, Week 6, p. T471; ELL Targeted Support

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