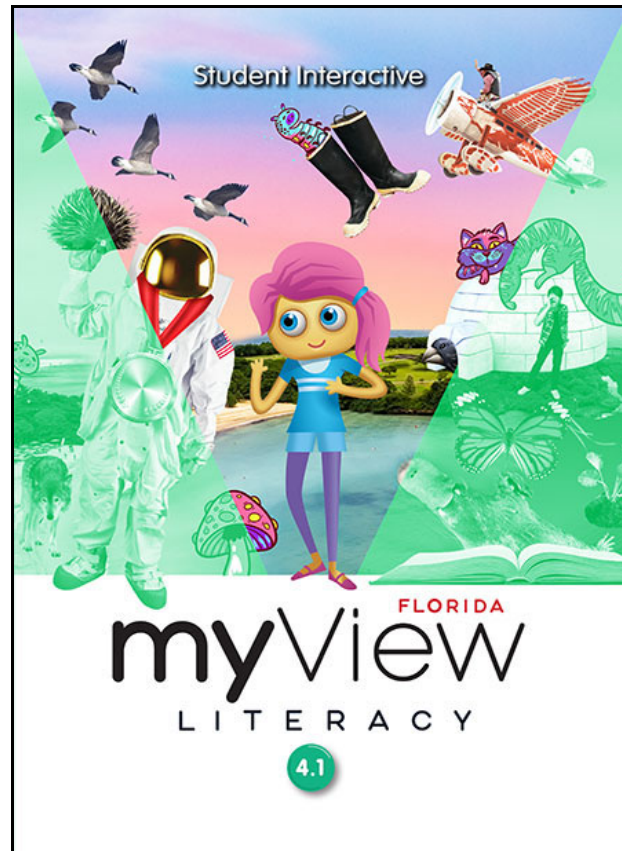


An Alignment of  
**Florida myView Literacy**  
Grade 4, ©2022



To the  
**Florida English Language Arts  
CPALMS Course 5010045 Standards**

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**2020 – 2021 State of Florida Instructional Materials Adoption – English Language Arts**

**BID ID:** 259  
**SUBMISSION TITLE:** Florida myView Literacy Grade 4  
**GRADE LEVEL:** Grade 4  
**COURSE TITLE:** Language Arts – Grade 4  
**COURSE CODE:** 5010045  
**ISBN:** SI 5 Year Print + Digital: 9781428451278 / TE: 9781428451155  
**PUBLISHER:** Savvas Learning Company, LLC

BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.
<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.	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.	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>Reading</b>		
ELA.4.R.1 Reading Prose and Poetry		
Literary Elements		
ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	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)
Theme		
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary 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)
Perspective and Point of View		
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.	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)
Poetry		
ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem.	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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ELA.4.R.2 Reading Informational Text		
Structure		
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.	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)
Central Idea		
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.	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
Purpose and Perspective		
ELA.4.R.2.3	Explain an author’s perspective toward a topic in an informational text.	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
Argument		
ELA.4.R.2.4	Explain an author’s claim and the reasons and evidence used to support the claim.	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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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).	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)
Paraphrasing and Summarizing		
ELA.4.R.3.2	Summarize a text to enhance comprehension.	
	a. Include plot and theme for a literary text.	TE: Unit 4, Week 3, p. T171 / SI: Unit 4, Week 3, p. 309; Close Read (theme) TE: Unit 4, Week 3, pp. T188–T189 / SI: Unit 4, Week 3, p. 315; Minilesson (plot, theme)
	b. Include the central idea and relevant details for an informational text.	TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 185; Minilesson TE: Unit 5, Week 3, p. T188–T189 / SI: Unit 5, Week 3, p. 529; Minilesson
Comparative Reading		
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	SI: Unit 1, Week 1, p. AP235; Reading

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<b>Communication</b>		
ELA.4.C.1 Communicating Through Writing		
Handwriting		
ELA.4.C.1.1	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
Narrative Writing		
ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.	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)
Argumentative Writing		
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	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)

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Expository Writing		
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	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)
Improving Writing		
ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	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)
ELA.4.C.2 Communicating Orally		
Oral Presentation		
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	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)

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ELA.4.C.3 Following Conventions		
Conventions		
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	
	<ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> </ul>	SI: Unit 2, Week 5, p. AP237; Language and Conventions
	<ul style="list-style-type: none"> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>	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 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)
	<ul style="list-style-type: none"> <li>• Use conjunctions.</li> </ul>	TE: Unit 1, Week 2, p. T373; Lesson 3 TE: Unit 1, Week 2, p. T377; Lesson 4 TE: Unit 1, Week 2, p. T405 / SI: Unit 1, Week 3, p. AP13; Language and Conventions TE: Unit 2, Week 4, p. T428 / SI: Unit 2, Week 4, p. 369; Minilesson
	<ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> </ul>	SI: Unit 5, Week 4, p. AP238; Language and Conventions
	<ul style="list-style-type: none"> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul>	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) SI: Unit 2, Week 2, p. AP239; Language and Conventions (appositives)
	<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in tense and number.</li> </ul>	SI: Unit 5, Week 4, p. AP240; Language and Conventions



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Continued: ELA.4.C.3.1	• Use conjunctions correctly to join words and phrases in a sentence.	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. T381 / SI: Unit 1, Week 2, p. AP12; Language and Conventions TE: Unit 2, Week 4, p. T428 / SI: Unit 2, Week 4, p. 369; Minilesson TE: Unit 3, Week 4, pp. T416–T417 / SI: Unit 3, Week 4, p. 164; Minilesson
	• Use verbals including gerunds, infinitives, and participial phrases.	SI: Unit 3, Week 4, p. AP241; Language and Conventions
	• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	TE: Unit 1, Week 4, p. T426 / SI: Unit 1, Week 4, p. 151; Minilesson (person) TE: Unit 3, Week 4, p. T420 / SI: Unit 3, Week 4, p. 165; Minilesson (person, case) 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)
<b>ELA.4.C.4 Researching</b>		
<b>Researching and Using Information</b>		
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.	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>ELA.4.C.5 Creating and Collaborating</b>		
<b>Multimedia</b>		
ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.	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

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<b>Technology in Communication</b>		
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	TE: Unit 4, Week 2, p. T384 / SI: Unit 4, Week 2, p. 291; Minilessons (draft, revise) TE: Unit 4, Week 3, p. T408 / SI: Unit 4, Week 3, p. 327; Minilessons (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>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.	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.	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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<b>Context and Connotation</b>		
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	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)
<b>K-12 ELA Expectations</b>		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	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
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	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
ELA.K12.EE.3.1	Make inferences to support comprehension.	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

TE = Teacher Edition

SI = Student Interactive

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ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	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
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	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
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	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
<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.	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.	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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