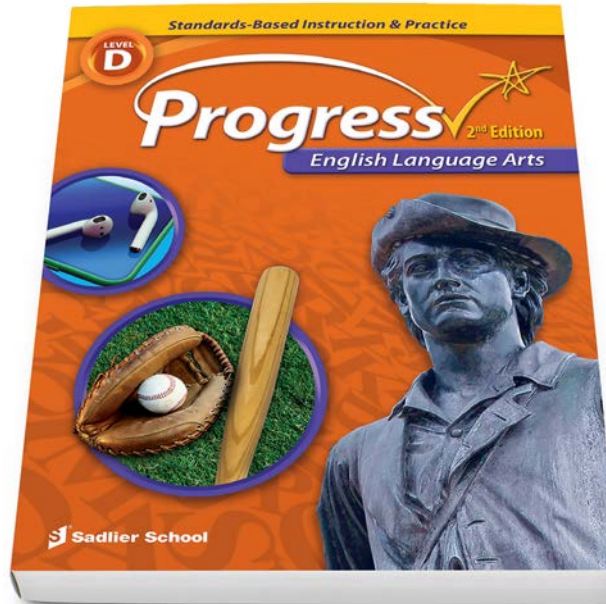


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

4<sup>th</sup> Grade



### Foundational Skills

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## FOUNDATIONAL SKILLS

### ELA.4.F.1 Learning and Applying Foundational Reading Skills

#### Phonics and Word Analysis

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.F.1.3:** Use knowledge of grade-appropriate 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.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 4 TEACHER'S EDITION**

##### **Foundational Skill Review**

- Word Endings (-*ble* and -*able*)—TE p. 23
- Vowel Diphthongs—TE p. 49
- Silent Letters—TE p. 69
- Digraph *ch*—TE p. 101
- Long and Short Vowels—TE p. 121
- Inflectional Endings—TE p. 141

#### **GRADE 4 DIGITAL RESOURCES**

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Phonics and Word Recognition/Foundational Skills
    - Base Words
    - Prefixes
    - Suffixes
    - Latin and Greek Roots
    - Open and Closed Syllables
    - Syllables with Vowel Teams
    - Syllables with *r*-Controlled Vowels
    - Words with Silent Consonants
- Teacher Resources
  - How to Use the Handbook

See also

#### **GRADE 3 DIGITAL RESOURCES**

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Phonics and Word Recognition/Foundational Skills
    - Base Words
    - Prefixes
    - Suffixes
    - Latin Suffixes
    - Multisyllable Words: VCV
    - Multisyllable Words: VCCV
    - Multisyllable Words: -*le*
    - Reading Irregularly Spelled Words

*continued*

## READING

### ELA.4.R.1 Reading Prose and Poetry

#### Phonics and Word Analysis

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Teacher Resources
  - How to Use the Handbook
- GRADE 5 DIGITAL RESOURCES**
- Foundational Skills Handbook**
- Instruction & Practice/Lesson Plans/Additional Practice
  - Phonics and Word Recognition/Foundational Skills
    - Base Words
    - Prefixes
    - Suffixes
    - Latin and Greek Roots
    - Open, Closed, and Consonant + *-le* Syllables
    - Words with Consonant Variants
    - *r*-Controlled Vowels and VCe Syllables
    - Words with Long Vowels
- Teacher Resources
  - How to Use the Handbook

#### Benchmark Clarifications:

Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er- t- ai-n”) may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).

#### Fluency

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

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#### **GRADE 4 TEACHER'S EDITION**

##### **Foundational Skills**

- Chapter 1 Fluency (read with expression)—TE p. 15
- Chapter 2 Fluency Practice (unfamiliar vocabulary)—TE p. 41
- Chapter 3 Fluency (reading poetry)—TE p. 67
- Chapter 4 Fluency Practice (pay attention to punctuation)—TE p. 93

*continued*

## FOUNDATIONAL SKILLS

### ELA.4.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Chapter 5 Fluency Practice (read expressively and with emotion)—TE p. 119

#### **GRADE 4 DIGITAL RESOURCES**

##### **Chapters 1–6**

- Fluency Practice
  - Chapter Fluency Practice
    - Chapter 1 “Into the Grand Canyon” (Adventure Story)
    - Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)
    - Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction)
    - Chapter 4 “The People of the Longhouse” (Historical Text)
    - Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)
    - Chapter 6 “Satellites Around Earth” (Technical Text)
  - Fluency Practice Teaching Suggestions
    - Teacher’s Guide to Fluency
      - Phrasing
      - Expression and Intonation
      - Punctuation
      - Rate
      - Accuracy

##### **Foundational Skills Handbook**

- Instruction & Practice
  - Practicing Fluency
    - “The Envious Stonecutter” (Japanese Folk Tale)
- Instruction & Practice Lesson Plans
  - Practicing Fluency
- Additional Practice
  - Practicing Fluency
    - “Traditional Hopi Song” (Poem)

*See additional oral reading opportunities using grade-level text across a range of genres—*

#### **GRADE 4 STUDENT EDITION/TEACHER’S EDITION**

##### **Chapter Reading Selections (Chapters 1–6)**

- Chapter Reading Selections
  - Chapter 1 “Lost and Found” (Adventure Story), pp. 12–17; “A New Home” (Historical Fiction), pp. 18–23; “Escape from Giza” (Fantasy), pp. 24–29
  - Chapter 2 “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural), pp. 38–43; “Earth’s Layers and Plates” (Scientific Journal Article), pp. 44–49; “The Power of Tsunamis” (Scientific Text), pp. 50–55

*continued*

## FOUNDATIONAL SKILLS

### ELA.4.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction), pp. 64–69; “The Hero of Saratoga” (Historical Drama), pp. 70–75; “Bringing Hope to the Valley” (Historical Fiction), pp. 76–81
- Chapter 4 “A Gallery of Young Inventors” (Informational Text), pp. 90–95; “Mary G. Ross: Trailblazer” (Biography), pp. 96–101; “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir), pp. 102–107
- Chapter 5 “Mulan: Woman Warrior of Ancient China” (Mystery), pp. 116–121; “The Hare and the Lion and The Monkey and the Crocodile” (Adventure Story), pp. 122–127
- Chapter 6 “Satellites Around Earth” (Technical Text), pp. 136–141; “Becoming Invisible: Fantasy or Fact?” (Technical Text), pp. 142–147; “Let’s Go Green!” (Blog)/“LED Lights” (Internet Advertisement), pp. 148–153

#### **GRADE 4 DIGITAL RESOURCES**

##### **Each Chapter** (Chapters 1–6)

- Additional Practice
  - Chapter 1 “King of the River” (Ballad); “Journey to the Bottom of the World” (Fictional Journal); “Leona Lost” (Fantasy Graphic Novel)
  - Chapter 2 “Science Canyon Ranch” (Brochure); “Could Mount Nyiragongo Erupt Again?” (Newspaper Article); “The Rock Cycle” (Textbook)
  - Chapter 3 “I Cannot Tell a Lie” (Poem); “The Apollo 11 Moon Landing” (Readers Theater Script)/“Dear Mr. Armstrong” (Poem); “The Widow Nuisance An Excerpt” (Historical Fiction)/“One Widow’s War” (Drama)
  - Chapter 4 “Cooking over Fire” (Informational Text); “What’s for Lunch?” (Magazine Article); “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)
  - Chapter 5 “The 10th Labor of Hercules” (Myth)/“Hercules Steals the Red Cattle of Geryon” (Graphic Novel); “The Three Wishes” (Fairy Tale)/“King Midas” (Myth)
  - Chapter 6 “The Future of Meat” (Blog); “Step Up to End Hunger” (Announcement); “Irritation Becomes Innovation” (Book Excerpt)/“Bug Bots!” (Magazine Article)
- Assessments
  - Comprehension Check
    - Chapter 1 “It Rhymes with Try” (Short Story); “The Best Defense” (Science Fiction); “My First Flight” (Historical Fiction)

*continued*

## FOUNDATIONAL SKILLS

### ELA.4.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Chapter 2 "Working at a Volcano" (Expository Text); "A Volcano for a Neighbor" (Expository Text); "The Ring of Fire" (Expository Text)
- Chapter 3 "William Tell" (Short Story); "The Ring of Fire" (Expository Text); "Legend and Marksman" (Short Story)/"Excerpt from "William Tell" – by Reverend J.H. Gurney (Poem, adapted excerpt)
- Chapter 4 "Anne and Helen" (Biography); "Helen Keller, Activist" (Article); "Excerpt from The Story of My Life" – by Helen Keller (Autobiography)
- Chapter 5 "The Sword in the Stone" (Legend)/"Arthur Pulls the Sword from the Stone" (Graphic Novel); "The Camel and the Tortoise" (Fable)/"The Three Brothers" (Fairy Tale)
- Chapter 6 "Biomimicry: Inventions from Nature" (Expository Text); "How Prosthetics Work" (Expository Text); "How Prosthetics Work" (Expository Text)/"The Wonders of Self-Healing Plastic" (Expository Text)
- Close Reading Practice
  - Close Reading
    - Chapter 1 "Moving to a New World" (Realistic Fiction)
    - Chapter 2 "Volcanoes: Nature's Fire" (Science Magazine Article)
    - Chapter 3 "James Armistead: Spy for the Revolution" (Journal Entries)
    - Chapter 4 "Helping the Union" (Cause/Effect Essay)
    - Chapter 5 "Pecos Bill and Slue-Foot Sue" (Tall Tale/Legend)
    - Chapter 6 "The Robot Cheetah" (Scientific Journal Entry)/"Robot Cheetah on the Move" (Newspaper Article)

#### Benchmark Clarifications:

Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

**READING**

**ELA.4.R.1 Reading Prose and Poetry**

**Literary Elements**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.1.1:** Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

**GRADE 4 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Describing Characters, Settings, and Events: "Escape from Giza" (Fantasy)—pp. 24–29

**Chapter 3 Craft and Structure: Literary Texts**

- Explaining Structural Elements: "The Hero of Saratoga" (Historical Drama)—pp. 70–75

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Comparing and Contrasting Themes and Topics: "The Hare and the Lion" (Retelling of an African Folk Tale)/"The Monkey and the Crocodile" (Retelling of an Indian Folk Tale)—pp. 122–127

**GRADE 4 DIGITAL RESOURCES**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Describing Characters, Settings, and Events
- Additional Practice
  - Chapter 1 Describing Characters, Settings, and Events: "Leona Lost" (Fantasy graphic novel)
- Assessments
  - Comprehension Check
    - Chapter 1 Describing Characters, Settings, and Events: "My First Flight" (Historical Fiction)
- Close Reading Practice/Lesson Plan
  - Chapter 1 "Moving to a New World" (Realistic Fiction)
- Parent Resources
  - Chapter 1 Home Connect
  - Chapter 1 Home Connect Conversation Starter: Characters, Setting, Events (graphic organizer)

**READING**

**ELA.4.R.1 Reading Prose and Poetry**

**Theme**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.1.2:** Explain a stated or implied theme and how it develops, using details, in a literary text.

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Determining Theme and Summarizing: "A New Home" (Historical Fiction)—pp. 18–23
- Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33–34

**GRADE 4 DIGITAL RESOURCES**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Determining Theme and Summarizing
- Additional Practice
  - Chapter 1 Determining Theme and Summarizing: "Journey to the Bottom of the World" (Fictional Journal)
- Assessments
  - Comprehension Check
    - Chapter 1 Determining Theme and Summarizing: "Tornado!" (Realistic Fiction)
- Close Reading Practice
  - Chapter 1 "Moving to a New World" (Realistic Fiction)
  - Chapter 1 Close Reading Lesson Plan
- Parent Resources
  - Chapter 1 Home Connect
  - Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.



READING

**ELA.4.R.1 Reading Prose and Poetry**

**Perspective and Point of View**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- Comparing and Contrasting Points of View: "Bringing Hope to the Valley" (Historical Fiction)—pp. 76–81
- Chapter 3 Review: "American Revolution: Character Clues"—ppl. 85–86

**GRADE 4 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Chapter 3 Comparing and Contrasting Points of View
- Additional Practice
  - Chapter 3 Comparing and Contrasting Points of View: "The Widow Nuisance—An Excerpt" (Historical Fiction)/"One Widow's War" (Drama)
- Assessments
  - Comprehension Check
    - Chapter 3 Analyzing Point of View: "What I Heard in the Apple Barrel" – adapted excerpt from *Treasure Island* by Robert Louis Stevenson (Adventure Story)
- Instructional Videos
  - Comparing and Contrasting Points of View
- Close Reading Practice
  - Chapter 3 "James Armistead: Spy for the Revolution" (Journal Entries)
  - Chapter 3 Close Reading Lesson Plan
- Parent Resources
  - Chapter 3 Home Connect
  - Chapter 3 Home Connect Conversation Starter: Write a Poem in First Person, Rewrite to Third Person Point of View (graphic organizer)

**READING**

**ELA.4.R.1 Reading Prose and Poetry**

**Poetry**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.1.4:** Explain how rhyme and structure create meaning in a poem.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- Determining Word Meanings: "Paul Revere's Real Ride" (Realistic Fiction/with verses from Longfellow's poem)—pp. 64–69
- Explaining Structural Elements: "The Hero of Saratoga" (Historical Drama)—pp. 70–75
  - Guided Instruction
    - Cite Evidence (the language of poetry creates meter, rhythm, and rhyme)—p. 70
- Connect Across Texts
  - Connect to the Essential Question (features of prose, drama, and poetry)—p. 83

**GRADE 4 TEACHER'S EDITION**

**Foundational Skills: Fluency**

- Read poems in the right rhythm—TE p. 67

**GRADE 4 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Additional Practice
  - Chapter 3 Explaining Structural Elements: "The Apollo 11 Moon Landing" (Readers Theater Script)/"Dear Mr. Armstrong" (Poem)
- Assessments
  - Comprehension Check
    - Chapter 3 Explaining Poetic Structure: "The Spider and the Fly" – by Mary Howitt (Narrative Poetry)
- Parent Resources
  - Chapter 3 Home Connect
  - Chapter 3 Home Connect On the Go: Compare Versions: Play, Poem, Story (graphic organizer)

**READING**

**ELA.4.R.2 Reading Informational Text**

**Structure**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

**GRADE 4 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 4 Craft and Structure: Informational Texts**

- Describing Text Structures: "Mary G. Ross: Trailblazer" (Biography)—pp. 96–101
- Connect Across Texts
  - Compare and Contrast Texts—Chapter 4, p. 108
- Chapter 4 Review: "How Smallpox Was Defeated" (Explanatory Text)—pp. 111–112

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

Text features, such as diagrams and time lines, clarify details.

- Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 136–141

**Chapter 11 Research to Build and Present Knowledge: Write Research Reports**

- Analyze a Student Model
  - Subtopics (use subheadings to identify each section of the report)—p. 219

**Writing Informative/Explanatory Texts**

- Developing the Subtopics with Facts, Definitions, and Details—pp. 177, 179, 219, 222

**GRADE 4 TEACHER'S EDITION**

**Listening and Viewing Skills**

Text features: bullet points, charts, illustrations, and photos.

- Chapter 1, p. 19; Chapter 2, p. 45; Chapter 3, p. 77; Chapter 4, p. 91; Chapter 5, p. 117; Chapter 6, p. 137

**GRADE 4 DIGITAL RESOURCE**

**Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Chapter 4 Describing Text Structures
- Additional Practice
  - Chapter 4 Describing Text Structures: "What's for Lunch?" (Magazine Article)
- Instructional Videos
  - Chapter 4 Describing Text Structures

*continued*

**READING**

**ELA.4.R.2 Reading Informational Text**

**Structure**

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)</li> </ul> </li> <li><b>Writing Handbook</b></li> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>• Include text features   <ul style="list-style-type: none"> <li>• headings/subheadings, diagrams, graphs, charts, maps</li> </ul> </li> </ul> </li> </ul> </li> </ul>

**Central Idea**

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p><b>ELA.4.R.2.2:</b> Explain how relevant details support the central idea, implied or explicit.</p>	<p><b>GRADE 4 INSTRUCTIONAL GUIDE</b></p> <p><b>Full Access*</b>  <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Drawing Inferences: "Erosion and Earth's Changing Landscapes" (Explanatory Text/Procedural)—pp. 38–43</li> <li>• Determining the Main Idea and Summarizing: "Earth's Layers and Plates" (Scientific Journal Article)—pp. 44–49</li> <li>• Chapter 2 Review: "Recording an Earthquake" (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences</li> <li>◦ Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences: "Science Canyon Ranch" (Brochure)</li> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: "Could Mount Nyiragongo Erupt Again?" (Newspaper Article)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## READING

### ELA.4.R.2 Reading Informational Text

#### Central Idea

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Assessments
  - Comprehension Check
    - Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction)
    - Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction)
- Close Reading Practice/Lesson Plan
  - Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)
- Parent Resources
  - Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)

#### Purpose and Perspective

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.2.3:** Explain an author’s perspective toward a topic in an informational text.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 2 Key Ideas and Details: Informational Texts**

- Drawing Inferences: “Erosion and Earth’s Changing Landscapes” (Explanatory Text/Procedural)—pp. 38–43
  - Cite Evidence (infer the reason the author included the procedure/underline details that reveal author’s intent or purpose)—p. 42
  - Comprehension Check (author’s purpose)—p. 43
- Connect Across Texts
  - Connect to the Essential Question (author’s main idea)—p. 57

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Analyzing Reasons and Evidence: “Becoming Invisible: Fantasy or Fact?” (Technical Text)—pp. 142–147
  - Comprehension Check (author’s point)—p. 147

*continued*

**READING**

**ELA.4.R.2 Reading Informational Text**

**Purpose and Perspective**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**GRADE 4 TEACHER'S EDITION**

**Chapter 4 Craft and Structure: Informational Texts**

- Connect Across Texts
  - Connect to the Essential Question (author's purpose)—TE p. 109

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 142-147
  - Critical Comprehension (author's purpose)—TE p. 147

**Benchmark Clarifications:**

Clarification 1: The term *perspective* means "a particular attitude toward or way of regarding something."

**Argument**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.2.4:** Explain an author's claim and the reasons and evidence used to support the claim.

**GRADE 4 INSTRUCTIONAL GUIDE**

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*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Analyzing Reasons and Evidence: "Becoming Invisible: Fantasy or Fact?" (Technical Text)—pp. 142-147

**GRADE 4 TEACHER'S EDITION**

**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Analyze a Student Model
  - Evaluate a Writer's Work—TE p. 206

**GRADE 4 DIGITAL RESOURCES**

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Analyzing Reasons and Evidence

*continued*

## READING

### ELA.4.R.2 Reading Informational Text

#### Argument

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Additional Practice
  - Analyzing Reasons and Evidence: “Step Up to End Hunger” (Announcement)
- Assessments
  - Comprehension Check
    - Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction)
- Close Reading Practice/Lesson Plan
  - Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/“Robot Cheetah on the Move” (Newspaper Article)
- Parent Resources
  - Chapter 6 Home Connect On the Go: Opinion/Argument and Reasons/Evidence (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: A *claim* is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.

### ELA.4.R.3 Reading Across Genres

#### Interpreting Figurative Language

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.3.1:** Explain how figurative language contributes to meaning in text(s).

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Language**

- Figurative Language (similes, metaphors)—p. 84
- Idioms, Adages, and Proverbs—p. 130

**GRADE 4 TEACHER'S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69
  - Cite Evidence (words not to be taken literally)—TE pp. 66, 68

*continued*

**READING**

**ELA.4.R.3 Reading Across Genres**

**Interpreting Figurative Language**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**Support English Language Learners**

- Figurative language—TE p. 130

**GRADE 4 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Language: Figurative Language (similes, metaphors)

**Benchmark Clarifications:**

Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.  
 Clarification 2: See Elementary Figurative Language.

**Paraphrasing and Summarizing**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.3.2:** Summarize a text to enhance comprehension.

**GRADE 4 INSTRUCTIONAL GUIDE**

**Full Access\***

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a. Include plot and theme for a literary text.

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Determining Theme and Summarizing: "A New Home" (Historical Fiction)—pp. 18-23
- Describing Characters, Settings, and Events: "Escape from Giza" (Fantasy)—pp. 24-29
- Connect Across Texts
  - Connect to the Essential Question (details about events)—Chapter 1, p. 31
- Chapter 1 Review: "Race to the Treasure" (Adventure Story)—pp. 33-34

**Write About It**

- Summarize the article/time line—pp. 60, 158

*continued*



**READING**

**ELA.4.R.3 Reading Across Genres**

**Paraphrasing and Summarizing**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

	<p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Reciprocal Teaching</b> Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/ Summarizers say what they have learned so far.</p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 21; Chapter 3, TE p. 73; Chapter 5, TE p. 125</li> </ul> <p><b>Recap Reading Selection</b></p> <ul style="list-style-type: none"> <li>• Summarize/recap selection/recall details in literary texts— Chapter 1, TE pp. 14, 16, 20, 22, 26; Chapter 3, TE pp. 66, 68, 72, 74, 78, 80; Chapter 5, TE pp. 118, 120, 124, 126</li> </ul> <p><b>GRADE 4 DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: "Journey to the Bottom of the World" (Fictional Journal)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: "Tornado!" (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Lesson Plan             <ul style="list-style-type: none"> <li>◦ Chapter 1 "Moving to a New World" (Realistic Fiction)</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect Activity: Story, Key Events, and Summary (graphic organizer)</li> </ul> </li> </ul>
<p>b. Include the central idea and relevant details for an informational text.</p>	<p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining the Main Idea and Summarizing: "Earth's Layers and Plates" (Scientific Journal Article)—pp. 44–49</li> <li>• Chapter 2 Review: "Recording an Earthquake" (Scientific Journal Article)—pp. 59–60</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Summarize or Paraphrase Information—pp. 219, 222</li> </ul> <p><b>GRADE 4 TEACHER'S EDITION</b></p> <p><b>Reciprocal Teaching</b> Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/ Summarizers say what they have learned so far.</p> <ul style="list-style-type: none"> <li>• Chapter 2, TE p. 47; Chapter 6, TE p. 145</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**ELA.4.R.3 Reading Across Genres**

**Paraphrasing and Summarizing**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**Recap Reading Selection**

- Summarize/recap selection/recall details in informational texts—Chapter 2, TE pp. 40, 42, 46, 48, 52, 54; Chapter 4, TE pp. 92, 94, 98, 100, 104, 106; Chapter 6, TE pp. 138, 140, 144, 146, 150, 152

**GRADE 4 DIGITAL RESOURCES**

**Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Chapter 2 Determining the Main Idea and Summarizing
- Additional Practice
  - Chapter 2 Determining the Main Idea and Summarizing: “Could Mount Nyiragongo Erupt Again?” (Newspaper Article)
- Assessments
  - Comprehension Check
    - Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction)
- Close Reading Practice/Lesson Plans
  - Chapter 2 “Volcanoes: Nature’s Fire” (Science Magazine Article)
- Parent Resources
  - Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: Most grade-level texts are appropriate for this benchmark.

**Comparative Reading**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.R.3.3:** Compare and contrast accounts of the same event using primary and/or secondary sources.

**GRADE 4 INSTRUCTIONAL GUIDE**

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*continued*

## READING

### ELA.4.R.3 Reading Across Genres

#### Comparative Reading

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

#### **GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 4 Craft and Structure: Informational Texts**

- Progress Check (compare and contrast two accounts of the same event)—p. 87
- Home Connect (compare and contrast a firsthand account and a secondhand account of the same event)—p. 88
- Comparing and Contrasting Events and Topics: “Alexander Graham Bell: From Talking Dog to Telephone” (Biography/Memoir)—pp. 102–107

#### **GRADE 4 DIGITAL RESOURCES**

#### **Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Chapter 4 Describing Text Structures
  - Chapter 4 Comparing and Contrasting Events and Topics
- Additional Practice
  - Chapter 4 Comparing and Contrasting Events and Topics: “The Centennial Society Program” (Brochure)/“A Camp for Wounded Men” (adapted Memoir)
- Assessments
  - Comprehension Check
    - Chapter 4 Comparing and Contrasting Events and Topics: “Excerpt from The Story of My Life” (Autobiography)
- Parent Resources
  - Chapter 4 Home Connect Conversation Starter: Firsthand Account/Secondhand Account (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: Introduce the terms “primary sources” and “secondary sources.”

## COMMUNICATION

### ELA.4.C.1 Communicating Through Writing

#### Handwriting

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.1.1:** Demonstrate legible cursive writing skills.

Teacher observation

#### **Benchmark Clarifications:**

Clarification 1: Students will produce cursive writing that can be consistently read by others.

## COMMUNICATION

### ■ ELA.4.C.1 Communicating Through Writing

#### Narrative Writing

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161
- Analyze a student model then outline and write a first draft—pp. 162–165
- Assignment: Write the final draft—p. 172

#### **GRADE 4 DIGITAL RESOURCES**

Online instructional support for Chapter 7 includes—

- Instruction & Practice
  - Write Nonfictional Narratives
- Additional Practice
  - Write Nonfictional Narratives
- Instructional Videos
  - Write Nonfictional Narratives
- Parent Resources
  - Chapter 7 Home Connect Conversation Starter: Create a New Ending to a Movie (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.

Clarification 2: See Writing Types.

#### Argumentative Writing

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach

*continued*

## COMMUNICATION

### ■ ELA.4.C.1 Communicating Through Writing

#### Argumentative Writing

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

**STUDENT EDITION/TEACHER'S EDITION**

**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203
- Analyze a student model then outline and write a first draft—pp. 204–207
- Assignment: Write the final draft—p. 214

**GRADE 4 DIGITAL RESOURCES**

Online instructional support for Chapter 10 includes—

- Instruction & Practice
  - Writing Opinion Pieces
- Additional Practice
  - Writing Opinion Pieces
- Instructional Videos
  - Writing Opinion Pieces
- Parent Resources
  - Chapter 10 Home Connect On the Go: Fact or Opinion? (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: See Writing Types and Elaborative Techniques.

#### Expository Writing

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.1.4:** Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

For the following writing lessons, students select a topic, create an organizational structure, and link supporting evidence using a variety of transitional words and phrases.

*continued*

**COMMUNICATION**

**■ ELA.4.C.1 Communicating Through Writing**

**Expository Writing**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts**

For this assignment, students use relevant facts, definitions, details, and quotations to develop a topic or explain a process.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175
- Analyze a student model then outline and write a first draft—pp. 176–179
- Assignment: Write the final draft—p. 186

**Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

In this lesson, students provide a summary of a literary work then state an idea based on their analysis of an element of that work. Next, they elaborate using linked, supporting evidence in the form of direct quotations and paraphrases, followed by a concluding statement.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189
- Analyze a student model then outline and write a first draft—pp. 190–193
- Assignment: Write the final draft—p. 200

**Chapter 11 Research to Build and Present Knowledge: Write Research Reports**

As in Chapter 9, students summarize and paraphrase information in their notes and their finished work. They hone research skills, developing a topic by gathering, organizing, and citing relevant facts and details from multiple sources.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217
- Analyze a student model then outline and write a first draft—pp. 218–223
- Assignment: Write the final draft—p. 228

**GRADE 4 DIGITAL RESOURCES**

Online instructional support for Chapters 8, 9, and 11 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos
- Parent Resources

**Benchmark Clarifications:**

Clarification 1: See Writing Types and Elaborative Techniques.

**COMMUNICATION**

**ELA.4.C.1 Communicating Through Writing**

**Improve Writing**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.1.5:** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 TEACHER'S EDITION**

**Writing Handbook**

- Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217

**Create: Organizational Structure**

Brainstorming, Planning, Drafting

- Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222

**Introduce the Writing Process**

Plan, Draft, Revise, Edit

- Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222

**Writing Process Summary**

Planning, Drafting, Rubrics

- Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228

**GRADE 4 DIGITAL RESOURCES**

**Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
  - Step 2: Drafting
  - Step 3: Revising
  - Step 4: Editing
  - Step 5: Producing, Publishing, and Presenting

**COMMUNICATION**

**ELA.4.C.2 Communicating Orally**

**Oral Presentation**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

**GRADE 4 INSTRUCTIONAL GUIDE**

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**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Speaking and Listening**

- Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226
- Good Speaker/Good Listener Checklist – Did I:
  - Stay on topic?/Speak in complete sentences?—p. 170

**GRADE 4 TEACHER'S EDITION**

**Extend Thinking**

Short oral reports

- Chapter 1 Create (a visual/present to class)—TE p. 17
- Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43
- Chapter 2 Compare and Contrast (Venn diagram/present ideas to class)—TE p. 56
- Chapter 3 Draw Conclusions (reexamine character of historical figure/share conclusions with class)—TE p. 75
- Chapter 3 Investigate (research historical figures/create a visual/share with class)—TE p. 82
- Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95
- Chapter 4 Critical Response (examine life of Alexander Graham Bell/share ideas with a partner)—TE p. 108
- Chapter 6 Construct Visuals (construct diagrams/present to class)—TE p. 100
- Chapter 6 Synthesize Information (draw a diagram/explain steps to class)—TE p. 115
- Chapter 1 Investigate (create a visual/present to class)—TE p. 43
- Chapter 3 Research (use visual aids for short presentation)—TE p. 67
- Chapter 4 Research (present research to class/use a visual)—TE p. 93
- Chapter 4 Form Opinions (present opinions to class/use at least one visual)—TE p. 101

*continued*



**COMMUNICATION**

**ELA.4.C.2 Communicating Orally**

**Oral Presentation**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Chapter 5 Creating a New Myth (present myths to class)—TE p. 128
- Chapter 6 Cite Evidence (use the Internet or library/present findings to class)—TE p. 141

**Speaking and Listening: Presentation**

- Prepare and make a formal presentation (state topic clearly/present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153

**GRADE 4 DIGITAL RESOURCES**

**Writing Handbook**

- Speaking Tips (giving an oral presentation)—p. 9
  - Determine how formal or informal you need to be. Use language that fits your audience and the occasion.
  - Use visuals as needed to support what you say.
  - Speak clearly and loudly enough for everyone to hear.
  - Speak slowly enough so that everyone can understand you.
  - Change the pitch, rate, and loudness of your voice to express your ideas, show emphasis, and create an emotional effect.

*Related content*

**Fluency Practice (Chapters 1–6)**

- Chapter Fluency Practice
  - Chapter 1 “Into the Grand Canyon” (Adventure Story)
  - Chapter 2 “Erosion and Earth’s Changing Landscape” (Explanatory Text/Procedural)
  - Chapter 3 “Paul Revere’s Real Ride” (Realistic Fiction)
  - Chapter 4 “The People of the Longhouse” (Historical Text)
  - Chapter 5 “Gilgamesh’s Quest for Immortality” (Sumerian Epic)
  - Chapter 6 “Satellites Around Earth” (Technical Text)
- Fluency Practice: Teaching Suggestions  
The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.

**Benchmark Clarifications:**

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation.  
Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

## COMMUNICATION

### ELA.4.C.3 Following Conventions

#### Conventions

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

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#### **Benchmark Clarifications:**

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use subject-verb agreement with intervening clauses and phrases.

#### **GRADE 3 DIGITAL RESOURCES**

##### **Chapter 9 Text Types and Purposes: Write Nonfictional Narratives**

- Instruction & Practice
  - Language: Subject-Verb Agreement
- Additional Practice
  - Subject-Verb Agreement
- Instructional Videos
  - Subject-Verb Agreement

*See also Sadlier Grammar Workshop: Tools for Writing, Grade 6*

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 10 Subject-Verb Agreement**

- Lesson 10.2 Phrases Between Subject and Verb—SE pp. 203-204/TE p. T38

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

#### **GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Complete Sentences—p. 166
- Fragments—p. 167
- Run-on Sentences—p. 168

#### **GRADE 4 DIGITAL RESOURCES**

##### **Chapter 7 Text Types and Purposes: Write Fictional Narratives**

- Instruction & Practice
  - Language: Complete Sentences
  - Language: Fragments
  - Language: Run-on Sentences
- Additional Practice
  - Complete Sentences
  - Fragments
  - Run-on Sentences

*continued*

## COMMUNICATION

### ■ ELA.4.C.3 Following Conventions

#### Conventions

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Complete Sentences</li> <li>○ Fragments</li> <li>○ Run-on Sentences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use conjunctions.</li> </ul>	<p><b><u>GRADE 5 DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Conjunctions</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Conjunctions</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Conjunctions</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b></p> <ul style="list-style-type: none"> <li>• Lesson 37 Three Kinds of Conjunctions—SE pp. 164–167/ TAE p. T37</li> </ul>
<p>Skills to be implemented but not yet mastered are as follows:</p>	
<ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> </ul>	<p><b><u>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Modal Auxiliaries—p. 210</li> </ul> <p><b><u>GRADE 4 DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Modal Auxiliaries</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Modal Auxiliaries</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Modal Auxiliaries</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use comparative and superlative forms of adjectives</li> </ul>	<p><b><u>GRADE 3 DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Adjectives</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

**ELA.4.C.3 Following Conventions**

**Conventions**

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Adjectives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Adjectives</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Orange/Grade 4</i></p> <p><b>GRADE 4 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 4 Adjectives, Adverbs, and Prepositions</b></p> <ul style="list-style-type: none"> <li>• Lesson 27 Comparing with Adjectives—SE pp. 124–127/TAE p. T32</li> <li>• Lesson 28 Comparing with <i>More</i> and <i>Most</i>—SE pp. 128–131/TAE p. T33</li> <li>• Lesson 29 Comparing with <i>Good</i> and <i>Bad</i>—SE pp. 132–135/TAE p. T33</li> </ul>
<ul style="list-style-type: none"> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul>	<p><b>GRADE 7 DIGITAL RESOURCES</b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Function of Phrases and Clauses (independent/main clauses, dependent/subordinate clauses)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Function of Phrases and Clauses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Function of Phrases and Clauses</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 2 Nouns</b></p> <ul style="list-style-type: none"> <li>• Lesson 14 Appositives—SE pp. 64–67/TAE p. T25</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in tense and number.</li> </ul>	<p><b>GRADE 3 DIGITAL RESOURCES</b>  <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verbs and Verb Tenses</li> <li>○ Language: Subject-Verb Agreement</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> <li>○ Subject-Verb Agreement</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> <li>○ Subject-Verb Agreement</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**COMMUNICATION**

**ELA.4.C.3 Following Conventions**

**Conventions**

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Inappropriate Shifts in Verb Tense—SE pp. 108-111/TAE p. T30</li> </ul>
<ul style="list-style-type: none"> <li>Use conjunctions correctly to join words and phrases in a sentence.</li> </ul>	<p><b>GRADE 5 DIGITAL RESOURCES</b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Conjunctions</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Conjunctions</li> </ul> </li> </ul> <p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b></p> <ul style="list-style-type: none"> <li>Lesson 37 Three Kinds of Conjunctions—SE pp. 164-167/TAE p. T37</li> </ul>
<ul style="list-style-type: none"> <li>Use verbals including gerunds, infinitives, and participial phrases.</li> </ul>	<p><b>GRADE 7 DIGITAL RESOURCES</b>  <b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Verbals and Verb Phrases (gerunds, infinitives, and participial phrases)</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Verbals and Verb Phrases</li> </ul> </li> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Verbals and Verb Phrases</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>	<p><b>GRADE 3 DIGITAL RESOURCES</b>  <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Language: Pronouns</li> <li>Language: Pronoun-Antecedent Agreement</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**COMMUNICATION**

**ELA.4.C.3 Following Conventions**

**Conventions**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Additional Practice
  - Pronouns
  - Pronoun-Antecedent Agreement
- Instructional Videos
  - Pronouns
  - Pronoun-Antecedent Agreement

**GRADE 4 DIGITAL RESOURCES**

**Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays**

- Instruction & Practice
  - Language: Relative Pronouns
- Additional Practice
  - Relative Pronouns
- Instructional Videos
  - Relative Pronouns

**GRADE 6 DIGITAL RESOURCES**

**Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Instruction & Practice
  - Language: Case of Pronouns
- Additional Practice
  - Case of Pronouns
- Instructional Videos
  - Case of Pronouns

See also Sadlier Grammar Workshop: Tools for Writing, *Level Orange/Grade 4*

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Unit 5 Pronouns**

- Lesson 35 Subject Pronouns—SE pp. 160-163/TAE p. T37
- Lesson 36 Pronoun-Verb Agreement—SE pp. 164-167/TAE p. T37
- Lesson 37 Object Pronouns—SE pp. 168-171/TAE p. T38
- Lesson 38 Using I and Me—SE pp. 172-175/TAE p. T38
- Lesson 39 Possessive Pronouns—SE pp. 176-179/TAE p. T39
- Lesson 40 Relative Pronouns and Relative Adverbs—SE pp. 180-183/TAE p. T39
- Lesson 41 Contractions with Pronouns—SE pp. 184-187/TAE p. T40

**Benchmark Clarifications:**

Clarification 2: See Convention Progression by Grade Level for more information.

**COMMUNICATION**

**ELA.4.C.4 Researching**

**Researching and Using Information**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.4.1:** Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

**GRADE 4 INSTRUCTIONAL GUIDE**

**Full Access\***

**Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 11 Research to Build and Present Knowledge:**

**Write Research Reports**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217
- Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–223
- Assignment: Write the final draft—p. 228

**GRADE 4 TEACHER'S EDITION**

**Extend Thinking**

- Chapter 1 Create (a visual/present to class)—TE p. 17
- Chapter 2 Create (research/prepare a visual/present to class)—TE p. 43
- Chapter 3 Investigate (research historical figures)—TE p. 82
- Chapter 4 Investigate (research Ben Franklin/prepare a visual/present to class)—TE p. 95
- Chapter 4 Critical Response (further examine life of Alexander Graham Bell)—TE p. 108
- Chapter 6 Synthesize Information (conduct online research/draw a diagram/explain steps)—TE p. 147

**Digital Connection: Online Research**

- Chapter 1 Using Online Resources—TE p. 19
- Chapter 2 Using Online Resources—TE p. 47
- Chapter 3 Reliable Online Sources—TE p. 71
- Chapter 4 The Library of Congress—TE p. 97

**Genre: Research Report**

- Conduct research to gather information about several aspects of a topic of interest—TE p. 218

**Differentiate Instruction**

- Using index cards to help create an outline—TE p. 222

**GRADE 4 DIGITAL RESOURCES**

**Chapter 11 Text Types and Purposes: Write Research Reports**

- Instruction & Practice
  - Writing Research Reports

*continued*

## COMMUNICATION

### ■ ELA.4.C.4 Researching

#### Researching and Using Information

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Additional Practice
    - Writing Research Reports
  - Instructional Videos
    - Writing Research Reports
  - Parent Resources
    - Chapter 11 Home Connect
    - Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer)
- Writing Handbook**
- Instruction & Practice
    - Step 1: Planning
      - Research Tips (gather information by reading and evaluating multiple sources/use print materials and online sources)—p. 3
  - Instruction & Practice Lesson Plans
    - Step 1: Planning
      - Digital Integration: Research Tip (conducting research online)—pp. 2 and 3

**Benchmark Clarifications:**

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

### ■ ELA.4.C.5 Creating and Collaborating

#### Multimedia

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.5.1:** Arrange multimedia elements to create emphasis in oral or written tasks.

**GRADE 4 INSTRUCTIONAL GUIDE**

**Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

**GRADE 4 TEACHER'S EDITION**

**Extend Thinking**

- Chapter 1 Create (a visual/present to the class)—TE p. 17

*continued*



**COMMUNICATION**

**■ ELA.4.C.5 Creating and Collaborating**

**Multimedia**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

- Chapter 2 Create (research/prepare a visual/present to the class)—TE p. 43
- Chapter 2 Compare and Contrast (make a Venn diagram/present in small groups)—TE p. 56
- Chapter 3 Draw Conclusions (reexamine character of historical figure/share conclusions with the class)—TE p. 75
- Chapter 3 Investigate (research historical figures/share findings with the class)—TE p. 82
- Chapter 4 Investigate (research Ben Franklin/prepare a visual/make presentation to the class)—TE p. 95
- Chapter 6 Construct Visuals (construct diagrams/present diagrams in a short oral report)—TE p. 139
- Chapter 6 Synthesize Information (draw a diagram/explain steps in the process to the class)—TE p. 147

**Speaking and Listening Presentation**

- Provide engaging visuals to enhance presentations to the class—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153

**Digital Connection**

- Chapter 5 Present and Analyze Visuals—TE p. 128
- Chapter 6 Connect Visuals to the Text—TE p. 154
- Chapter 7 Online Publishing—TE p. 172
- Chapter 8 Create an Online Magazine—TE p. 186
- Chapter 9 Online Publishing—TE p. 200
- Chapter 10 Editorial Web Page—TE p. 214
- Chapter 11 Social Media—TE p. 228

**GRADE 4 DIGITAL RESOURCES**

**Writing Handbook**

- Step 5: Producing, Publishing, and Presenting—p. 9
  - Include photographs and illustrations to add interest.
  - Use text features to make ideas easier to understand.
  - Follow suggestions for making your oral presentation effective.
    - Use visuals to support what you say.

*Related content*

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 6 Integration of Knowledge and Ideas:**

**Informational Texts**

- Interpreting Visual Information: "Satellites Around Earth" (Technical Text)—pp. 136-141

*continued*

## COMMUNICATION

### ■ ELA.4.C.5 Creating and Collaborating

#### Multimedia

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

#### **GRADE 4 DIGITAL RESOURCES**

#### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Interpreting Visual Information
- Additional Practice
  - Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog)
- Assessments
  - Comprehension Check
    - Chapter 6 Interpreting Visual Information: “The Future of Meat” (Blog)
- Close Reading Practice/Lesson Plan
  - Chapter 6 “The Robot Cheetah” (Scientific Journal Entry)/”Robot Cheetah on the Move” (Newspaper Article)
- Parent Resources
  - Chapter 6 Home Connect Activity: List and Illustrate Steps in an Instruction Booklet (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

#### Technology in Communication

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**ELA.4.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

#### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 4 DIGITAL RESOURCE**

#### **Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
    - Digital Integration: Research Tip
      - Use precise search words and phrases in order to conduct online research efficiently.

*continued*

## COMMUNICATION

### ■ ELA.4.C.5 Creating and Collaborating

#### Technology in Communication

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
	<ul style="list-style-type: none"> <li>○ Step 2: Drafting                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Word processing on a computer may help students focus on fluency of ideas, ordering of information, and connection of thoughts from sentence to sentence, because they can easily change content.</li> </ul> </li> </ul> </li> <li>○ Step 3: Revising                             <ul style="list-style-type: none"> <li>○ Revising Together                                     <ul style="list-style-type: none"> <li>• Work with a partner to revise your draft; then make changes on your computer.</li> </ul> </li> </ul> </li> <li>○ Step 4: Editing                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Understand the limitations of using a spellchecker when working on computers.</li> </ul> </li> </ul> </li> <li>○ Step 5: Producing, Publishing, and Presenting                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Use a school or class website to participate in giving online feedback on presentations; provide constructive criticism with supporting details.</li> </ul> </li> <li>○ Assignment: Digital Presentation                                     <ul style="list-style-type: none"> <li>• Use digital technology to present and publish student work; read work aloud during a videoconference; create eBooks with text and images.</li> </ul> </li> </ul> </li> </ul>

## VOCABULARY

### ■ ELA.4.V.1 Finding Meaning

#### Academic Vocabulary

4 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4
<p><b>ELA.4.V.1.1:</b> Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p><b>GRADE 4 INSTRUCTIONAL GUIDE</b>  <b>Full Access*</b>  <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p style="text-align: right;"><i>continued</i></p>

## VOCABULARY

### ■ ELA.4.V.1 Finding Meaning

#### Academic Vocabulary

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

#### **GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

Academic and domain-specific vocabulary are introduced in a text-based context with the appropriate standards-based instruction.

#### **Words to Know**

- General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

#### **Language**

- Precise Words and Phrases—p. 182

#### **GRADE 4 TEACHER'S EDITION**

#### **Vocabulary Overview**

- General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135

#### **Words to Know**

- General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152
- Domain-Specific Vocabulary—TE pp. 12, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 76, 78, 80, 90, 92, 96, 98, 102, 104, 106, 116, 118, 120, 122, 126, 136, 142, 148, 150, 152
- Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

#### **GRADE 4 DIGITAL RESOURCES**

#### **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts**

- Instructional Videos
  - Precise Words and Phrases

#### **Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 3: Revising
    - Revising Checklist: Word Choice
      - Have I used precise words?

#### **Benchmark Clarifications:**

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

## VOCABULARY

### ■ ELA.4.V.1 Finding Meaning

#### Morphology

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Affixes—p. 58
- Roots—p. 156

#### **GRADE 4 DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Language: Affixes

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Language: Roots

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Base Words
  - Prefixes
  - Latin and Greek Roots

#### **Benchmark Clarifications:**

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

#### Context and Connotation

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**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.

#### **GRADE 4 INSTRUCTIONAL GUIDE**

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*continued*

VOCABULARY

**■ ELA.4.V.1 Finding Meaning**

**Context and Connotation**

4<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL D / GRADE 4

**GRADE 4 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 4 Craft and Structure: Informational Texts**

- Determining Word Meanings
  - Objective: Use context clues and a dictionary—p. 90

**Language**

- Context Clues (use context clues to determine word meanings)—p. 32
- Figurative Language—p. 84
- Synonyms and Antonyms—p. 110
- Idioms, Adages, and Proverbs—p. 130

**Chapter 3 Craft and Structure: Literary Texts**

- Determining Word Meanings: “Paul Revere’s Real Ride” (use context clues) (Realistic Fiction)—pp. 64–69

**Chapter 4 Craft and Structure: Informational Texts**

- Determining Word Meanings: “A Gallery of Young Inventors” (use context clues and a dictionary)(Informational Text)—pp. 90–95

**GRADE 4 TEACHER'S EDITION**

**Words to Know**

- Working with Word Meaning (context clues)—TE pp. 12, 14, 54, 64

**Support English Language Learners**

- Making inferences to connect to prior knowledge—TE p. 13
- Activating prior knowledge when encountering unfamiliar words—TE p. 21
- Using context clues—TE pp. 32, 91

**Guided Instruction**

- Cite Evidence (context clues)—TE p. 65

**Guided Instruction**

- Cite Evidence (check the definition in a dictionary)—p. 92

**Guided Practice**

- Use a print or online dictionary—p. 93

**Language**

- Spelling (use a dictionary)—p. 225

**End-of-Book Resource**

- Glossary—pp. 229–232

**GRADE 4 TEACHER'S EDITION**

**Support English Language Learners**

- Consult a dictionary—TE pp. 91, 103, 110, 205

*continued*

## VOCABULARY

### ■ ELA.4.V.1 Finding Meaning

#### Context and Connotation

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#### Glossary

- How to Use the Glossary (consult a print or online dictionary)—TE pp. 229, 230

#### DIGITAL RESOURCES

#### Student Resources (each chapter)

- Glossary

#### Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.4.R.3.1 and Elementary Figurative Language.