

Standards

4th Grade Unit 9 Title: Resources and Their Impact		Estimated Time Frame: 15 days	
<p>Essential Standards: RF.4.3, RL.4.2, RL.4.4, RL.4.5, RI.4.2, RI.4.5, RI.4.8, RI.4.9, RI.4.10, C.4.2, C.4.4, C.4.5, C.4.6, L.4.2, L.4.3, L.4.4, L.4.5 Supporting Standards: RL. 4.1, RI. 4.1, RL. 4.10, RF.4.4, C.4.7 Assessment: FCPS Unit 9 Assessment and Pear Codes End of Unit Common Assessed Standards: RL.4.2, RL.4.5, RI.4.9 <i>*All essential standards will be assessed by the end of the year.</i></p>			
Pacing Guide and Frameworks		Additional Supporting Links	
<p>Pacing Guide Launch Unit Unit 1: Life Science & Unit 2: Character Matters Unit 3: Government and Citizenship & Unit 4: Perspectives in Literature Unit 5: Technology and Society & Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography & Unit 8: Earth Science Unit 9: Economics & Unit 10: Physical Science</p>		<p>Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FCPS Social-Emotional-Behavioral Standards Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher Benchmark Resources Menu</p>	
Big Ideas		Vibrant Learning Opportunities	
<ul style="list-style-type: none"> ● Economies depend on the resources available for use and how those resources are used. ● Communities are often shaped largely by the resources available to them. ● Protecting resources is important in sustaining long-term availability and use. ● Economic hardship and the struggle to improve workers' lives are common topics in literature. ● Some narrative poetry reimagines important historical events through the use of vivid imagery and figurative language. 		<p>Project-based Opportunities Inquiry-based Project: Research a City's Growth Additional Springboard Ideas</p>	

Essential Question(s)	Literacy Practices
<ul style="list-style-type: none"> How does access to resources influence people’s lives? 	<ol style="list-style-type: none"> Recognize that text is anything that communicates a message. Employ, develop, and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others, and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high-level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.

KAS Standards Prerequisite Skills	Samples of Learning Intentions/Samples of Success Criteria	Considerations/Common Misconceptions ! Indicates a misalignment to Kentucky Academic Standards. ◆ Indicates a consideration for planning and instruction.
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>a. Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify and decode words with common 	<p>Learning Intention: We are learning to apply grade level phonics in order to decode words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use grade level skills to decode words. I can use my knowledge of words to read unfamiliar words correctly. I can read accurately unfamiliar multisyllabic words in context and 	<p>Considerations/Common Misconceptions:</p> <p>! Follow the Benchmark Phonics Scope and Sequence.</p>

<p>prefixes</p> <ul style="list-style-type: none"> - Identify and decode words with the common suffixes - Decode and breaking apart multisyllabic words 	<ul style="list-style-type: none"> • out of context. 	
<p>RL.4.2 Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - cite relevant implicit and explicit information - determine theme 	<p>Learning Intention: We are learning to analyze how the theme is reflected in a text using implicit and explicit information.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use explicit and implicit information from the text to analyze how the theme is reflected. • I can analyze how the theme is supported by citing the implicit and/or explicit information in the text. • I can describe the big lesson that a writer is trying to teach me in a text. • I can explain the difference between topic and theme. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Students may believe there is only one correct theme for a text. Teach that multiple valid interpretations can exist, especially when supported by textual evidence. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Determine central idea - Cite information from text - Know and understand difference between explicit and implicit details in a text - Cite relevant implicit and explicit information (that supports central idea) 	<p>Learning Intention: We are learning to cite explicit and implicit evidence from the text in order to analyze how central ideas are reflected in a text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify explicit details that are relevant to the central idea. • I can identify examples of implicit details in a text. • I can justify implicit details in a text. • I can define “analyze” and explain how to analyze a text. • I can analyze the central idea of a text using explicit and implicit information. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ! Use the term “central idea” to align to KAS. ! Benchmark does not teach the terms implicit and explicit. They must be intentionally taught. RI.4.1 should be taught before or alongside RI.4.2. ◆ Analyzing text will be a new skill for 4th graders. ◆ Explicitly teach and model the skill of analysis outside of text before applying the skill to text.

	<ul style="list-style-type: none"> ● I can cite and describe how implicit and explicit information reflects the central idea. ● I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence. 	<p>◆ C.4.6: Take notes and categorize information is embedded throughout the unit.</p>
<p>RL.4.3 Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify characters, setting and events - Describe characters traits, motivations, feelings, actions and affect the plot - Identify all parts of the setting(s) - Describe the setting(s) - Identify events - Describe events with details - Define stories and dramas 	<p>Learning Intention: We are learning to describe a character’s thoughts, words, and actions, using specific details to understand their development and interactions throughout the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can distinguish between the thoughts, words and actions of a character. ● I can describe a character’s thoughts, words, and/or actions using details from the story or drama. ● I can define interactions. ● I can describe the interaction of 2 or more characters in a story or drama. <p>Learning Intention: We are learning to examine the setting and/or events in a story or drama, using specific details to explore how they influence the plot and character interactions.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain how the setting influences the story or drama. ● I can describe how the characters interact with the setting. ● I can explain how the events influence the story or drama. ● I can describe how the characters interact with the events. 	<p>Considerations/Common Misconceptions:</p> <p>! Consider teaching RL.4.3 before RL4.2.</p> <p>◆ C.4.6: Take notes and categorize information is embedded throughout the unit.</p>

	<ul style="list-style-type: none"> • I can describe how the setting influences the events. • I can explain how the characters, setting and events interact to create meaning in a story or drama. 	
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Determine meaning of words in text - Distinguish literal from nonliteral (idioms & hyperbole) - Describe how words and phrases, beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song 	<p>Learning Intention: We are learning to determine the meaning of words and phrases in the text and describe how they influence the overall meaning of the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can define figurative language. • I can define the word simile. • I can define the word metaphor. • I can identify figurative language used in a story. • I can explain the meaning of figurative language used in the story. • I can explain how words and phrases shape the meaning of the story. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ New learning includes change from literal and nonliteral to figurative language, including but not limited to metaphors and similes. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RL.4.5 Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Describe and provide evidence for how parts of the text contribute to the overall structure 	<p>Learning Intention: We are learning to analyze the overall structure that the author uses in poems, stories, and dramas.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can determine the text structure used in a poem. • I can determine the text structure used in a story. • I can determine the text structure used in a drama. • I can analyze how text structure is used in a poem/story/drama. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Analyzing text structure will be a new skill for 4th graders. ◆ Explicitly teach and model the skill of analysis outside of text before applying the skill to text. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.

<p>RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Text features used for organizing information - Identify and describe informational text structures, including sequence/ chronological and descriptive structures, comparison, cause/effect and problem/ solution structures - Describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure 	<p>Learning Intention: We are learning to describe how the author organizes the structure of the text or parts of the text to arrange events, ideas, concepts, or information.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can distinguish between text structures. ● I can describe how _____ helps me to understand a text. <ul style="list-style-type: none"> ○ Comparison ○ Cause/effect ○ Description ○ Chronological order or sequencing ○ Problem/solution ● I can explain how the author organizes events, ideas, concepts, or information based on this structure. ● I can provide specific examples from the text that illustrate how the structure is used to organize the content. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Analyzing text structure will be a new skill for 4th graders. ◆ Explicitly teach and model the skill of analysis outside of text before applying the skill to text. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify reasons and evidence to support claims - Identify claims the author makes in a text 	<p>Learning Intention: We are learning to explain how authors support claims in texts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify and describe the claims that the author makes in a grade-level text. ● I can analyze a particular claim to determine reasons and evidence that support the claim. ● I can analyze the text to identify the evidence and reasons given to 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ! Benchmark refers to claims as “points in the text.” ◆ Understanding and explaining how authors use text information to support claims will be a new skill for 4th graders. ◆ Explicitly teach and model making the connection between the evidence and reasons and the author’s claims.

	<p>support claims.</p> <ul style="list-style-type: none"> • I can explain how an author uses evidence and reasons to support claims in a text. 	<p>◆C.4.6: Take notes and categorize information is embedded throughout the unit.</p>
<p>RI.4.9 Integrate information from two or more texts on the same theme or topic.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify important information from multiple texts on a similar topic - Explain how the important information from multiple texts are related 	<p>Learning Intention: We are learning to integrate information from multiple texts on the same theme/topic.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify the theme or topic of a text. • I can identify information from two texts on the same theme or topic. • I can integrate information from two or more texts on the same theme or topic. 	<p>Considerations/Common Misconceptions:</p> <p>◆ Although students have not explicitly heard or used the term ‘integrate’, students have been exposed to using multiple texts on the same topic to gather information.</p> <p>◆ “Theme” is only taught through literature standards. Therefore, direct instruction is needed to draw connections of theme to the topic and the central idea within a nonfiction text.</p> <p>◆C.4.6: Take notes and categorize information is embedded throughout the unit.</p>
<p>RI.4.10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify key details within the text and illustrations that contribute to comprehension 	<p>Learning Intention: We are learning to use comprehension strategies to comprehend complex text independently and proficiently.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use the strategy of _____ to comprehend complex text. 	<p>Considerations/Common Misconceptions:</p> <p>◆ Strategies being taught in units 7-10 are written so that students can flexibly transition between strategies.</p>

C.4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to connect sentences and paragraphs.
- e. Use grade-appropriate transitions to develop text structure in sentences and paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Prerequisite Skills:

- Introduce the topic
- Conjunctions, transitions, concluding section
- Strengthen writing with support from peers and adults

Learning Intention: We are learning to compose informative (and/or explanatory) texts to examine a topic and convey ideas and information.

Success Criteria:

- I can identify the purpose and audience for my writing.
- I can create a plan to logically group ideas that support my purpose with the audience in mind.
- I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples.
- I can write a topic sentence that restates the prompt.
- I can organize my writing into 1 fact or important detail, 2 facts or important detail and 3 facts or important detail.
- I can expand on my writing with facts, definitions, concrete details, quotations or other information and examples.
- I can cite, reference or summarize evidence from at least two sources.
- I can use transitions and text features to develop structure and expand on my writing.
- I can use precise language and domain-specific vocabulary.
- I can provide a concluding section.
- I can restate the prompt in my conclusion.
- I can use a rubric to analyze my writing.
- I can strengthen my writing by editing spelling errors, punctuation, and word choice.
- I can work with peers to revise and edit my piece to strengthen my writing.

Considerations/Common Misconceptions:

- ◆ Teach students to give specific, useful, and respectful feedback during peer conferencing.
- ◆ C.3.2a was “with guidance and support”
- ◆ C 4.2b includes grouping information into paragraphs and sections with formatting
- ◆ While we have identified C.4.2 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing.
- ◆ The **bold print** in the standard indicate strategies being taught in unit 9. Remaining areas will be addressed in the other units.
- ◆ Domain-specific vocabulary refers to the specialized words and phrases used in particular subjects or fields, such as science, math, history, or technology. These words carry precise meanings important for understanding concepts and communicating ideas clearly within that subject area.

	<ul style="list-style-type: none"> I can provide feedback to my peers to revise, edit and strengthen their writing. 	
<p>C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Use digital resources to create products Collaborate with peers 	<p>Learning Intention: We are learning to work with other people to create a product using digital tools.</p> <p>Success Criteria: <i>With some guidance and support from adults...</i></p> <ul style="list-style-type: none"> I can use digital tools with some help from adults to create my own projects, such as writing, drawing, or presentations. I can use digital resources to research and gather information to support my work, connecting with what I already know. I can organize my ideas clearly when using digital resources to share my thinking. I can add pictures, text, or other media to make my digital work interesting and easy to understand. I can work together with classmates online or in person, sharing ideas and helping each other using digital tools. I can listen to feedback from adults and peers and use it to improve my digital projects. I can follow rules for safe and respectful use of digital resources when collaborating with others. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Students learn to work in groups during the launch unit, but this standard is not specifically taught.

<p>C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Participate in shared research - Conduct shared research - Conduct research independently 	<p>Learning Intention: We are learning to research different parts of a topic using a variety of sources, including books, digital tools, and discussions, to build a deeper understanding.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can ask clear questions about a topic to guide my research and learning. ● I can use different resources to find information related to my questions. ● I can take notes by writing, drawing, or using digital tools to organize important facts and ideas. ● I can identify key details and vocabulary that help me understand the topic better. ● I can connect new information to what I already know to deepen my understanding of the topic. ● I can use my notes to explain different aspects of the topic clearly in writing, speaking, or digital presentations. ● I can work with peers and adults to share research, ask questions, and improve my understanding. ● I can evaluate the reliability of my sources with support, choosing trustworthy information. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Students need guidance on evaluating the reliability and relevance of sources, especially digital ones.
<p>C.4.6 Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p>	<p>Learning Intention: We are learning to summarize information from my experiences.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can define the phrase “relevant 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ New learning includes: <ul style="list-style-type: none"> - “relevant” information - use of “various” sources - provide a list of sources, guiding principle directly refers to avoid

<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Summarize information from experiences - Gather information from print & digital sources - Analyze by sorting into appropriate categories - Take brief notes 	<p>information.”</p> <ul style="list-style-type: none"> ● I can list relevant information from my experiences. ● I can sort the information into categories to analyze. ● I can summarize each category of information. <p>Learning Intention: We are learning to gather information and provide a list of sources.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify a topic and select various print and digital sources. ● I can categorize information while I take notes from sources. ● I can provide a list of sources to include title and author. 	<p>plagiarism, teach students to name the source and author</p> <p>◆ Informational summary: a brief recounting of the main ideas and most important details of informational text; uses an organized manner, such as by answering who, what, when, where, why, and how.</p> <p>◆ Teach note taking strategies</p>
<p>L.4.2 When writing:</p> <p>a. Demonstrate appropriate use of capitalization rules.</p> <p>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Consult reference materials as needed to check and correct spellings.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Capitalize appropriate words in a title - Use commas in an address - Use commas and quotation marks to write dialogue - Use possessives - Correctly spell high-frequency words with suffixes 	<p>Learning Intention: We are learning to appropriately use capitalization, punctuation, and spelling when writing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use correct capitalization. 	<p>Considerations/Common Misconceptions:</p> <p>◆ Students have been using reference materials to check and correct spelling since second grade. However, they should be able to use a text specific glossary and other materials such as a common dictionary.</p> <p>◆ The bold print in the standard indicate strategies being taught in unit 9. Remaining areas will be addressed in the other units.</p>

<ul style="list-style-type: none"> - Use known spelling patterns to spell new words 		
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between academic and non-academic discourse patterns based on context.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Explain how word choices affect the meaning or feeling of what is written or said - Correct capitalization, punctuation and sentence structure - Notice how people speak differently from how texts are written 	<p>Learning Intention: We are learning to use the conventions of language for: writing, speaking, reading and listening.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use knowledge of language when writing, speaking, reading or listening. • I can use knowledge of language conventions when writing, speaking, reading or listening. • I can use words and phrases to convey ideas precisely when writing, speaking, reading or listening. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ The bold print in the standard indicate strategies being taught in unit 9. Remaining areas will be addressed in the other units.
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples of restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including</p>	<p>Learning Intention: We are learning how to determine the meaning of words and phrases.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use definitions or examples to determine the meaning of a word or phrase. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ New learning: context is no longer sentence level and using print and digital references with new words ◆ The bold print in the standard indicate strategies being taught in unit 9. Remaining areas will be addressed in the other units.

those that signal precise actions and that are basic to a particular topic.

Prerequisite Skills:

- Use sentence level context clues identify the root word and affix of a known word
- Determine the meaning of a new word when affix is added to known

L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages and proverbs.

c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Prerequisite Skills:

- Identify and explain the literal and nonliteral meanings of words and phrases in given contexts.
- Idioms and hyperboles
- Identify synonyms and antonyms of words to demonstrate understanding.
- Differentiate among related words to describe varying degrees of certainty.

Learning Intention: We are learning to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Success Criteria:

- I can explain the meaning of simple similes and metaphors in provided contexts.
- I can construct and use similes and metaphors in my writing.
- We are learning how to recognize and explain the meaning of adages and proverbs.
- We are learning how to demonstrate understanding of words by identifying and explaining synonyms and antonyms.

Considerations/Common Misconceptions:

! L.4.5.b- The understanding of adage and proverb is not explicitly taught and should be incorporated into the instruction.

! L.4.5.c- The understanding of synonym and antonym is not explicitly taught and should be incorporated into the instruction.

◆ Success Criteria is also addressed in RL.4.4

◆ The **bold print** in the standard indicate strategies being taught in unit 9. Remaining areas will be addressed in the other units.

◆ Figurative language can be culturally specific consider students’ cultural background and multi-language learners level of understanding with nonliteral language. It's important to clarify that figurative language conveys meanings beyond the literal interpretation.

Supporting Standards (connected essentials)

- **RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.**
 - a. Read grade-level text with purpose and understanding.
 - b. Fluently read grade-level prose and poetry orally on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RL. 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - **RI. 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - **RL. 4.10** Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently.
 - **C.4.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

***KY Senate Bill 167 outlines: Beginning in the 2025-2026 school year, cursive writing shall be included as a course of study in all elementary schools and shall be designed to ensure proficiency in cursive writing by the end of grade five (5). KAS for handwriting exist in grades 2 and 3; however, continual learning and practice must occur in the 4th and 5th grade to ensure proficiency by the end of grade 5. Benchmark provides this [Cursive Practice Pages Packet](#) for you to print and use with your students.*

↑↑ END OF UNIT 9

↓↓ START OF UNIT 10

Unit 10

4th Grade Unit 10 Title: The Power of Electricity		Estimated Time Frame: 15 days
Essential Standards: RF.4.3, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.8, RI.4.9, RI.4.10, C.4.3, L.4.1, L.4.3, L.4.4 Supporting Standards: RF.4.4, RI. 4.1, RL. 4.5, C.4.7 Assessment: FCPS Unit 10 Assessment End of Unit Common Assessed Standards: RI.4.2, RI.4.3, RI.4.4, RI.4.8 <i>*All essential standards will be assessed by the end of the year.</i>		
Pacing Guide and Frameworks		Additional Supporting Links
Pacing Guide Launch Unit Unit 1: Life Science & Unit 2: Character Matters Unit 3: Government and Citizenship & Unit 4: Perspectives in Literature Unit 5: Technology and Society & Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography & Unit 8: Earth Science Unit 9: Economics & Unit 10: Physical Science		Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FCPS Social-Emotional-Behavioral Standards Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher Benchmark Resources Menu
Big Ideas		Vibrant Learning Opportunities
<ul style="list-style-type: none"> ● Energy can be transferred from place to place by sound, light, heat, and electric currents. ● Energy can be converted from one form to another. ● Scientific discoveries build upon one another and can directly impact the way humans live. ● Since the harnessing of AC/DC currents in the late 1800s, many people have grown to rely on electricity in order to function in daily life. ● Although female inventors historically contributed to the field of electricity, they were often denied true 		Project-based Opportunities Inquiry-based Project: Research a City's Growth Community Connections Writing Opportunities

recognition in their lifetimes because of their gender.	
Essential Question(s)	Literacy Practices
<ul style="list-style-type: none"> Where do scientific discoveries lead us? 	<ol style="list-style-type: none"> Recognize that text is anything that communicates a message. Employ, develop, and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others, and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high-level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.

KAS Standards Prerequisite Skills	Samples of Learning Intentions/ Samples of Success Criteria	Considerations/Common Misconceptions ! Indicates a misalignment to Kentucky Academic Standards. ◆ Indicates a consideration for planning and instruction.
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>a. Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words.</p>	<p>Learning Intention: We are learning to apply grade level phonics in order to decode words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use grade level skills to decode words. I can use my knowledge of words to read unfamiliar words correctly. 	<p>Considerations/Common Misconceptions:</p> <p>! Follow the Benchmark Phonics Scope and Sequence.</p>

<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify and decode words with common prefixes - Identify and decode words with the common suffixes - Decode and breaking apart multisyllabic words 	<ul style="list-style-type: none"> ● I can read accurately unfamiliar multisyllabic words in context and out of context. 	
<p>RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Determine central idea - Cite information from text - Know and understand difference between explicit and implicit details in a text - Cite relevant implicit and explicit information (that supports central idea) 	<p>Learning Intention: We are learning to cite explicit and implicit evidence from the text in order to analyze how central ideas are reflected in a text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify explicit details that are relevant to the central idea. ● I can identify examples of implicit details in a text. ● I can justify implicit details in a text. ● I can define “analyze” and explain how to analyze a text. ● I can analyze the central idea of a text using explicit and implicit information. ● I can cite and describe how implicit and explicit information reflects the central idea. ● I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ! Use the term “central idea” to align to KAS. ! Benchmark does not teach the terms implicit and explicit. They must be intentionally taught. RI.4.1 should be taught before or alongside RI.4.2. ◆ Analyzing text will be a new skill for 4th graders. ◆ Explicitly teach and model the skill of analysis outside of text before applying the skill to text. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p> <p>Prerequisite Skills:</p>	<p>Learning Intention: We are learning to explain how individuals, events, procedures, ideas or concepts influence what happened in a historical text and why.</p> <p>Success Criteria:</p>	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Include opportunities to explore the cause/effect and sequencing relationships within the content. ◆ Based on grade level text, match the learning intention to the type of text that is read.

- Identify key individuals, events, procedures, ideas, or concepts in the historical, scientific, or technical text
- Explain what a relationship is
- Understand what a “series of historical events” means
- Know transitions/linking words show connections (therefore, because, as a result)
- Know that an author organizes informational text in specific structures of sequence/chronological and descriptive structures comparison, cause/effect, problem/solution

- I can determine why an individual, event, procedure or concept/idea is important in the text.
- I can use specific information from the text to explain what happened and why between individuals in a historical text.
- I can use specific information from the text to explain what happened and why between individuals and events in a historical text.
- I can use specific information from the text to explain what happened and why between individuals and concepts or ideas in a historical text.

Learning Intention: We are learning to explain how individuals, events, procedures, ideas or concepts influence what happened in a scientific text and why.

Success Criteria:

- I can determine why an individual, event, procedure or concept/idea is important in the text.
- I can explain what happened and why between individuals, major events and big ideas in a scientific text.

Learning Intention: We are learning to explain how individuals, events, procedures, ideas or concepts influence what happened in a technical text and why.

Success Criteria:

- I can determine why an individual, event, procedure or concept/idea is important in the text.
- I can explain the effect of the event.

◆C.4.6: Take notes and categorize information is embedded throughout the unit.

	<ul style="list-style-type: none"> I can use specific information (what happened and why) from the text to explain the concept and its impact in a technical text. 	
<p>RI.4.4 Determine the meaning of general academic and domain specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify general academic words and phrases Explain how those words and phrases shape meaning 	<p>Learning Intention: We are learning to determine the meaning of general academic and domain-specific words and phrases in a grade-level text and explain how they shape the overall meaning of the text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can define domain-specific. I can identify domain-specific words and phrases in a text. I can determine the meaning of academic and domain specific words and phrases in the text. I can describe and explain how academic and domain-specific words and phrases shape meaning. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ This standard is identical to 3rd grade with the addition of “and domain specific”, “and explain”. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RI.4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Text features used to organize information Identify diagrams/graphs/ photographs/side bars in a text Interpret information from diagrams/ graphs/photographs/sidebars in a text Explain how diagrams/graphs/ photographs/sidebars contribute to my understanding of the text 	<p>Learning Intention: We are learning to make connections between what is read in a text with what is seen or heard in visual and/or oral presentations.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can define the concept of making connections between text and visual/oral presentations. I can analyze how the visual elements contribute to the meaning of the text. I can identify key oral information from a text. I can analyze how the oral presentation contributes to the meaning of the text. I can compare and contrast information 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Taught in conjunction with RI.4.2 and RI.4.5 ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.

	<p>presented in the text with a visual presentation.</p> <ul style="list-style-type: none"> ● I can compare and contrast information presented in the text with an oral presentation. 	
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify reasons and evidence to support claims - Identify claims the author makes in a text 	<p>Learning Intention: We are learning to explain how authors support claims in texts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify and describe the claims that the author makes in a grade-level text. ● I can analyze a particular claim to determine reasons and evidence that support the claim. ● I can analyze the text to identify the evidence and reasons given to support claims. ● I can explain how an author uses evidence and reasons to support claims in a text. 	<p>Considerations/Common Misconceptions:</p> <p>! Benchmark refers to claims as “points in the text.”</p> <ul style="list-style-type: none"> ◆ Understanding and explaining how authors use text information to support claims will be a new skill for 4th graders. ◆ Explicitly teach and model making the connection between the evidence and reasons and the author’s claims. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.
<p>RI.4.9 Integrate information from two or more texts on the same theme or topic.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify important information from multiple texts on a similar topic - Explain how the important information from multiple texts are related 	<p>Learning Intention: We are learning to integrate information from multiple texts on the same theme/topic.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify the theme or topic of a text. ● I can identify information from two texts on the same theme or topic. ● I can integrate information from two or more texts on the same theme or topic. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Although students have not explicitly heard or used the term ‘integrate’, students have been exposed to using multiple texts on the same topic to gather information. ◆ “Theme” is only taught through literature standards. Therefore, direct instruction is needed to draw connections of theme to the topic and the central idea within a nonfiction text. ◆ C.4.6: Take notes and categorize information is embedded throughout the unit.

RI.4.10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently.

Prerequisite Skills:

- Identify key details within the text and illustrations that contribute to comprehension

Learning Intention: We are learning to use comprehension strategies to comprehend complex text independently and proficiently.

Success Criteria:

- I can use the strategy of _____ to comprehend complex text.

Considerations/Common Misconceptions:
 ◆ Strategies being taught in units 7-10 are written so that students can flexibly transition between strategies.

C.4.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Prerequisite Skills:

- Sequence events
- Organize events in a linear, nonlinear, or circular structure
- Use temporal words to signal event order
- Strengthen writing through revising, editing, and rewriting through collaboration with peers/adults

Learning Intention: We are learning to compose a narrative piece.

Success Criteria:

- I can identify the purpose and audience for my writing.
- I can brainstorm ideas for a real or imagined narrative.
- I can create a plan to logically group ideas that support my purpose with the audience in mind.
- I can add to my plan by including experiences, multiple events or ideas, definitions, and quotations.
- I can write a topic sentence that restates the prompt or introduces the purpose.
- I can organize my writing into Reason 1, Reason 2 and Reason 3 to support my topic.
- I can introduce the narrator and/or characters.
- I can organize events in a linear, nonlinear or circular structure.
- I can expand on my writing with facts, definitions, concrete details, dialogue or other information and examples.
- I can use precise language and vocabulary.
- I can use conjunctions and phrases to connect facts and details to the focus.
- I can use transitions and text features to develop structure and expand on my writing.
- I can provide a concluding section.
- I can restate the prompt in my conclusion.
- I can use a rubric to analyze my writing.

Considerations/Common Misconceptions:

◆ The **bold print** in the standard indicate strategies being taught in unit 10. Remaining areas will be addressed in the other units.

	<ul style="list-style-type: none"> • I can strengthen my writing by editing spelling errors, punctuation, and word choice. • I can work with peers to revise and edit my piece to strengthen my writing. • I can provide feedback to my peers to revise, edit and strengthen their writing. 	
<p>L.4.1 When writing or speaking, demonstrate command of the conventions of General American English grammar and usage.</p> <p>a. Use relative pronouns and relative adverbs.</p> <p>b. Use the progressive verb tenses.</p> <p>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</p> <p>d. Order adjectives within sentences according to conventional patterns.</p> <p>e. Use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Use frequently confused words, such as to, too, two; there, their, they're.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Explain the function of (nouns, pronouns, verbs, adjectives, or adverbs) in text. - Use all tenses of regular and irregular verbs - Write and speak using correct subject-verb agreement 	<p>Learning Intention: We are learning to demonstrate command of English grammar and usage.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use progressive verb tenses. • I can use multiple adjectives in the conventional order. (quantity, opinion, size, age, shape, color, purpose or qualifier, and noun.) 	<p>Considerations/Common Misconceptions:</p> <p>! Benchmark includes a lesson on subject-verb and pronoun-antecedent agreement which is part of the 3rd grade standard L.3.1 f.</p> <p>◆ The bold print in the standard indicate strategies being taught in unit 10. Remaining areas will be addressed in the other units.</p>
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p>	<p>Learning Intention: We are learning to use the conventions of language for: writing, speaking, reading and listening.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use knowledge of language when 	<p>Considerations/Common Misconceptions:</p> <p>◆ The bold print in the standard indicate strategies being taught in unit 10. Remaining areas will be addressed in the other units.</p>

<p>c. Differentiate between academic and non-academic discourse patterns based on context.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Explain how word choices affect the meaning or feeling of what is written or said - Correct capitalization, punctuation and sentence structure - Notice how people speak differently from how texts are written 	<ul style="list-style-type: none"> ● writing, speaking, reading or listening. ● I can use knowledge of language conventions when writing, speaking, reading or listening. ● I can use words and phrases to convey ideas precisely when writing, speaking, reading or listening. 	
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples of restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Use sentence level context clues identify the root word and affix of a known word - Determine the meaning of a new word when affix is added to known 	<p>Learning Intention: We are learning how to determine the meaning of words and phrases.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify general academic and domain-specific words and phrases that are important for understanding grade-level topics. ● I can use these words and phrases accurately in my speaking and writing to clearly explain ideas. ● I can recognize words that signal precise actions and understand their meaning in different contexts. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ New learning: context is no longer sentence level and using print and digital references with new words ◆ The bold print in the standard indicate strategies being taught in unit 10. Remaining areas will be addressed in the other units.

Supporting Standards (connected essentials)

- **RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.**
 - a. Read grade-level text with purpose and understanding.
 - b. Fluently read grade-level prose and poetry orally on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RL.4.5** Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole.
- **RI. 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **C.4.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

***KY Senate Bill 167 outlines: Beginning in the 2025-2026 school year, cursive writing shall be included as a course of study in all elementary schools and shall be designed to ensure proficiency in cursive writing by the end of grade five (5). KAS for handwriting exist in grades 2 and 3; however, continual learning and practice must occur in the 4th and 5th grade to ensure proficiency by the end of grade 5. Benchmark provides this [Cursive Practice Pages Packet](#) for you to print and use with your students.*