

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

**School:** Cumberland Co. Elementary

**Subject:** Reading/ English Language Arts

**Grade:** 4<sup>th</sup>

**Benchmark Assessment 1**

**Instructional Timeline:** 1<sup>st</sup> Nine Weeks

**Topic(s):** Unit 1: The BIG Picture: Strategies for Success with Literature

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b>RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>RL.4.1:</b></p> <ul style="list-style-type: none"> <li>• I can refer to the text to identify details and examples to explain inferences.</li> <li>• I can read closely and find answers explicitly in a text and answers that require an inference.</li> <li>• I can analyze an author's words and find details and examples needed to support both explicit and inferential questions.</li> </ul> <p><b>RI.4.1:</b></p> <ul style="list-style-type: none"> <li>• I can refer to the text to identify details and examples to explain inferences.</li> <li>• I can read closely and find answers explicitly in a text and answers that require an inference.</li> <li>• I can analyze an author's words and find quotes needed to support both explicit and inferential questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quote</li> <li>• Inference</li> <li>• Explicit</li> <li>• Cite</li> <li>• Refer</li> <li>• Details</li> <li>• Evidence</li> <li>• PROOF</li> </ul>
<p><b>RL.4.2:</b> Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the</p>	<p><b>RL.4.2:</b></p> <ul style="list-style-type: none"> <li>• I can define the theme (a lesson the author is revealing) of a story, poem or drama.</li> </ul>	

<p>text, including but not limited to poems, stories, and dramas.</p> <p>In the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</p> <p><b>RI.4.2:</b> Analyze how central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p>	<ul style="list-style-type: none"> <li>• I can analyze details in a text (eg. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine the theme.</li> <li>• I can cite implicit and explicit evidence to support the theme.</li> </ul> <p><b>RI.4.2:</b></p> <ul style="list-style-type: none"> <li>• I can define the central idea (who or what a text is mainly about).</li> <li>• I can analyze details in a text to determine the central idea.</li> <li>• I can cite implicit and explicit evidence to support the central idea..</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Summarize</li> <li>• Topic</li> <li>• Moral</li> <li>• Challenges</li> <li>• Explicit</li> <li>• Implicit</li> <li>• Evidence</li> <li>• Details</li> <li>• PROOF</li> </ul>
<p><b>RI.4.4 {{ongoing}}:</b> 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><b>RI.4.4 {{ongoing}}:</b> 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><b>RI.4.4:</b></p> <ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases as they are used in a text.</li> <li>• I can identify metaphors and similes within a text.</li> <li>• I can explain how metaphor and simile phrases shape meaning.</li> </ul> <p><b>RI.4.4:</b></p> <ul style="list-style-type: none"> <li>• I can determine the meaning of general academic and domain-specific words or phrases in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Figurative Language</li> <li>• Similities</li> <li>• Metaphors</li> <li>• Onomatopoeia</li> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Idiom</li> <li>• Mythology</li> <li>• Allusions</li> </ul>

- I can analyze how general academic and domain specific vocabulary and phrases shape meaning.



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**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

<b>School:</b> Cumberland Co. Elementary	<b>Subject:</b> Reading/ English Language Arts	<b>Grade:</b> 4th
<b>Benchmark Assessment 2</b>		
<b>Instructional Timeline: 2<sup>nd</sup> Nine Weeks (Midterm)</b>		
<b>Topic(s):</b> Unit 2: A Strong Foundation- Structure of the Text & Words		
<b>KCAS Standards</b>	<b>Learning Target (I Can Statement)</b>	<b>Key Vocabulary</b>
<p><b>RL.4.5:</b> Analyze the overall structure, in a text or part of a text, the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular stories.</p>	<p><b>RL.4.5:</b></p> <ul style="list-style-type: none"> <li>• I can explain the overall structure of a story, drama, or poem.</li> <li>• I can analyze and compare the overall structure in two or more texts.</li> <li>• I can analyze and explain the structure of a linear text.</li> <li>• I can analyze and explain the structure of a nonlinear text.</li> <li>• I can analyze and explain the structure of a circular text.</li> </ul>	<p>Linear {Beginning,Middle &amp; End stories}:</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Exposition</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Complications/Conflict</li> <li>• Events</li> <li>• Setting</li> </ul> <p>Nonlinear {Not in traditional order}:</p> <ul style="list-style-type: none"> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Suspense</li> <li>• Cliffhanger</li> </ul> <p>Circular {Beginning &amp; End Mirror itself}:</p> <ul style="list-style-type: none"> <li>• Framed tale</li> <li>• Organizational</li> <li>• Structure</li> <li>• Chronology</li> <li>• Comparison</li> <li>• Cause/Effect</li> <li>• Problem/Solution</li> </ul>
<p><b>RI.4.5:</b> Describe the overall structure, in a text or part of a text, the author uses to organize the events, ideas, concepts or information.</p>	<p><b>RI.4.5:</b></p> <ul style="list-style-type: none"> <li>• I can describe the structure of a text.</li> <li>• I can analyze how the author organizes the events, ideas, concepts, or information within the text.</li> </ul>	

**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.

**RL.4.4:**

- I can recognize examples of figurative language in text, such as similes and metaphors.
- I can determine the meaning of metaphors and similes.
- I can determine the figurative meaning of words and phrases, including metaphors and similes, as used in a text.

- Order
- Events
- Ideas
- Sequence
- Describe

- Metaphor
- Simile
- Context
- Phrase

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<b>School:</b> Cumberland Co. Elementary	<b>Subject:</b> Reading/ English Language Arts	<b>Grade:</b> 4 <sup>th</sup>
<b>Benchmark Assessment 2</b>		
<b>Instructional Timeline: 2<sup>nd</sup> Nine Weeks ( End of 9 Weeks)</b>		
<b>Topic(s):</b> Unit 3: Relationships & Interactions		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b>RL.4.3:</b> Describe in depth a character's thoughts, words, and/or actions, the setting or events in a story or drama, drawing specific details to analyze their interaction over the course of a text.</p> <p><b>RI.4.3:</b> 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><b>RL.4.9:</b> Compare and contrast themes, topics, and patterns of events in stories, myths and traditional literature from different cultures.</p>	<p><b>RL.4.3:</b></p> <ul style="list-style-type: none"> <li>• I can analyze and describe how a character changes throughout a text.</li> <li>• I can compare and contrast two or more characters, settings, or events.</li> <li>• I can use specific details to analyze character interactions.</li> <li>• I can recognize that what characters say, think, or do affect the story.</li> </ul> <p><b>RI.4.3:</b></p> <ul style="list-style-type: none"> <li>• I can understand the difference between events, procedures, ideas or concepts.</li> <li>• I can explain what happened and why it happened based on information in the text.</li> </ul> <p><b>RL.4.9</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast how two or more stories of the same genre approach a similar theme.</li> <li>• I can compare and contrast topics from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Character Traits</li> <li>• Setting</li> <li>• Genre</li> <li>• Theme</li> <li>• Topic</li> <li>• Mood</li> <li>• Plot</li> <li>• Sequence</li> <li>• Dialogue</li> </ul> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Historical</li> <li>• Scientific</li> <li>• Research</li> <li>• Technical</li> <li>• Results</li> </ul> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Culture</li> <li>• Patterns</li> <li>• Events</li> <li>• Traditional</li> </ul>

**RI.4.9:** Integrate information from two or more texts on the same topic.

- I can compare and contrast patterns of events in stories, myths and traditional literature.

- RI.4.9:**
- I can integrate (connect) information from several texts on the same topic.
  - I can find common details about a topic when reading two different texts.

- Myth
- Story
- Text
- Integrate
- Topic
- Details

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<b>School:</b> Cumberland Co. Elementary	<b>Subject:</b> Reading/ English Language Arts	<b>Grade:</b> 4 <sup>th</sup>
<b>Benchmark Assessment 3</b>		
<b>Instructional Timeline:</b> 3 <sup>rd</sup> Nine Weeks (Midterm)		
<b>Topic(s):</b> Unit 4: Points of view- Debate & Speeches		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<b>RI.4.6:</b> Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	<b>RI.4.6:</b> <ul style="list-style-type: none"> <li>I can describe a narrator's or speaker's point of view in literature.</li> <li>I can describe how the narrator's or speaker's point of view influences the description of the event in literature.</li> <li>I can compare the perspectives from different stories.</li> <li>I can contrast the perspectives from different stories.</li> <li>I understand that the perspective and role impacts the way a person tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Narrator</li> <li>First Person</li> <li>Third Person</li> <li>Point of View</li> <li>Fact</li> <li>Opinion</li> <li>Main Purpose</li> <li>Evidence</li> </ul>
<b>RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic.	<b>RI.4.6:</b> <ul style="list-style-type: none"> <li>I can compare a firsthand or secondhand account of the same event or topic.</li> <li>I can contrast a firsthand or secondhand account of the same event or topic.</li> </ul>	<ul style="list-style-type: none"> <li>Accounts</li> <li>Perspective</li> <li>Firsthand</li> <li>Secondhand</li> </ul>
<b>RI.4.8: ongoing</b> Explain how an author uses reasons and evidence to support particular claims the author makes in a text. {{ongoing all year-PROOF strategy}}	<b>RI.4.8:</b> <ul style="list-style-type: none"> <li>I can explain how an author uses reasons to support a claim in a text.</li> <li>I can explain how an author uses evidence to support a claim in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons</li> <li>Evidence</li> <li>Support</li> <li>Explanation</li> <li>Author</li> </ul>
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<b>School:</b> Cumberland Co. Elementary	<b>Subject:</b> Reading/ English Language Arts	<b>Grade:</b> 4 <sup>th</sup>
<b>Benchmark Assessment 3</b>		
<b>Instructional Timeline:</b> 3 <sup>rd</sup> Nine Weeks (9 Weeks Ends)		
<b>Topic(s):</b> Unit 5: Digging in: Resources- Visual/ Multimedia		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b>RI.4.7:</b> Interpret information presented in print, and nonprint formats and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>RI.4.7:</b></p> <ul style="list-style-type: none"> <li>I can solve a problem by using information from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Sources</li> <li>Tone</li> <li>Multimedia</li> <li>Sources</li> </ul>
<p><b>RI.4.7:</b> Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>RI.4.7:</b></p> <ul style="list-style-type: none"> <li>I can compare the text of a story and an oral presentation and find where it reflects specific descriptions in the text.</li> <li>I can compare the text of a story/drama with a visual presentation and find where it reflects specific details in the text.</li> </ul>	
<p><b>RI.4.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p><b>RI.4.10:</b></p> <ul style="list-style-type: none"> <li>I can comprehend fourth-grade informational text (non-fiction).</li> </ul>	
<p><b>RI.4.10:</b> By the end of the year, flexibly use a variety of comprehension strategies ( questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining</p>	<p><b>RI.4.10:</b></p> <ul style="list-style-type: none"> <li>I can comprehend fourth grade literature (fiction).</li> </ul>	

importance) to read, comprehend and analyze  
grade level appropriate, complex literary texts  
independently and proficiently



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<b>Benchmark Assessment 4</b>		
<b>Instructional Timeline:</b> 4 <sup>th</sup> Nine Weeks ( Midterm/ End of 9 Weeks)		
<b>Topic(s):</b> ELA, That's a WRAP!		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><b>RL.4.9:</b> Compare and contrast themes, topics, and patterns of events in stories, myths and traditional literature from different cultures.</p> <p><b>RI.4.9:</b> Integrate information from two or more texts on the same topic.</p> <p><b>RI.4.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p><b>RL.4.9</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast how two or more stories of the same genre approach a similar theme.</li> <li>• I can compare and contrast topics from different cultures.</li> <li>• I can compare and contrast patterns of events in stories, myths and traditional literature.</li> </ul> <p><b>RI.4.9:</b></p> <ul style="list-style-type: none"> <li>• I can integrate (connect) information from several texts on the same topic.</li> <li>• I can find common details about a topic when reading two different texts.</li> </ul> <p><b>RI.4.10:</b></p> <ul style="list-style-type: none"> <li>• I can comprehend fourth-grade informational text (non-fiction).</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Strategy</li> <li>• Comprehension</li> <li>• Paraphrase</li> <li>• Categorize</li> <li>• Interpret notes</li> </ul>

**RL.4.10:** By the end of the year, flexibly use a variety of comprehension strategies ( questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently and analyze grade level appropriate, complex literary texts independently and proficiently.

**Cumulative review of all sections and units.**

**RL.4.10:**

- I can comprehend fourth grade literature (fiction).



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