

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 4

Massachusetts Standards

**Strand:
Reading**

Students will be able to:

Read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 4 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Read and comprehend literature, including stories, dramas and poetry, in the grades 4 text complexity band proficiently, with scaffolding as needed at the high end of the range. *(Standard 10)*

Big Ideas

- Reading is a complex task that requires the skillful and simultaneous orchestrations of a number of cognitive processes.
- Comprehension requires readers to actively engage with a text as they gather information, follow a story, consider new ideas, relate ideas to previous information or text-based events, or think about a text in light of their own knowledge and experience.
- Skilled readers base their interpretations of the author’s intended meaning as made apparent by a wide range of textual evidence.

Key Outcomes

Students will demonstrate an understanding of a **text** by:

Informational Text:	Literature:
<ul style="list-style-type: none"> ● Explaining events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <i>(Standard 3)</i> ● Comparing and contrasting firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided. <i>(Standard 6)</i> ● Integrating information from two texts on the same topic in order to write or speak about the subject knowledgeably. <i>(Standard 9)</i> 	<ul style="list-style-type: none"> ● Describing in depth a character, setting or event in a story or drama, drawing on specific details in the text. <i>(e.g. a character’s thoughts, words or actions)</i> <i>(Standard 3)</i> ● Comparing and contrasting the points of view from which different stories are narrated, including the difference between first and third-person narrations. <i>(Standard 6)</i> ● Comparing and contrast the treatment of similar themes and topics <i>(e.g. opposition of good and evil)</i> and patterns of

events (e.g., *the quest*) in stories, myths, and traditional literature from different cultures.
(Standard 9)

Essential Knowledge and Skills

Students will:

Informational Text:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Standard 1)
- Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Standard 2)
- Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. (Standard 4)
- Describe the overall structure (e.g. *chronology, comparison, cause/effect, problem/solution*) of events, ideas, concepts, or information in a text or part of a text. (Standard 5)
- Interpret information presented visually, orally, or quantitatively (e.g. *in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages*) and explain how the information

Literature:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Standard 1)
- Determine a theme of a story, drama, or poem from details in the text; summarize the text. (Standard 2)
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. *Herculean*). (Standard 4)
- Explain the major difference between poems, drama, and prose, and refer to the structural elements of poems (e.g. *casts of characters, settings, descriptions, dialogue, stage directions*) when writing or speaking about a text. (Standard 5)
- Make connections between the text of a story or drama and a

contributes to an understanding of the text in which it appears.

(Standard 7)

- Explain how an author uses reasons and evidence to support particular points in a text.

(Standard 8)

visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

(Standard 7)

- Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays. *(Standard 8A)*