

Lincoln Elementary School Curriculum Prioritization and Mapping
Reading - 4th Grade (Content Area and Grade)

Timeline	Topic	Priority	Standard	Learning Targets
Ongoing through out the year		E	RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read comprehend all types of literature that is grade level appropriate.
		E	RI 4.10 By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 texts complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and comprehend a variety of informational texts that is grade level appropriate.
Mid Aug. - Sept. Fiction/Theme and Character Unit Main Focus	Key Ideas (main focus)	E	RL.4.2 Determine a theme a story, drama, or poem from details in the text: summarized the text.	I can identify the theme (what lesson I'm supposed to learn) of a passage based on details in the text. I can use details from a text to summarize the passage, which means I can tell the story in my own words.
		E	RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (eg a character's thoughts, words, or actions).	I can use specific details from the text to describe characters, settings, and events in a story.
	Key Ideas	E	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	I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.
	Craft/Structure	E	RL 4.4 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)	I can use context clues to determine the meaning of words and phrases in a passage.
		I	RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I can use details to compare and contrast different points of views from different passages. This means I can show how stories are different and alike based on who is telling the story. I can use details from different points of view to compare and contrast the same events or topic.
	Speaking and Listening	I	SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.	I can give an oral presentation that is organized with facts and details that support main ideas or themes.
October- mid November	Craft and Structure	E	RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	I can explain how the structural elements are different in poetry, poems, prose, and drama when describing a text.
Poetry	Key Ideas		RL.4.2 Determine a theme a story, drama, or poem from details in the text: summarized the text.	I can use details in the text to find the theme and summarize a poem
	Vocab. And Aca Use	I	SL 4.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs.	I can understand figurative language A. a. I can understand the meaning of similes and metaphors used in context. B. I can locate and explain the meaning of idioms, adages, and proverbs.

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	Fluency	E	FS 4.4 Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	I can read and comprehend poetry with the appropriate rate, accuracy and expression.
	Comprehension and Collaboration	I	SL 4.2 Paraphrase portions of a text read aloud or informational presented in diverse media and formats, including visually, quantitatively and orally.	I can paraphrase information from different formats including visually and orally.
	Knowledge of Language	C	SL 4.3 Use of knowledge of language and its conventions when writing, speaking, reading or listening. A. Choose words and phrases to convey ideas precisely, B. Choose punctuation for effect.	I can choose proper words and phrases that help to convey my ideas, while using proper punctuation to show my knowledge of the English language.
		C	SL 4.5 Demonstrate understanding of figurative language word relationships and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can understand figurative language a. I can understand the meaning of similes and metaphors used in context. B. I can locate and explain the meaning of idioms, adages, and proverbs.
Mid November-December	Key Ideas	E	RL 4.2 Determine a theme of a story drama, or poem from details in the text; summarize the text	I can use details in the text to find the theme and summarize a drama.
Drama		E	RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (e.g. a characters thoughts, words, or actions).	I can use specific details from the text to describe characters, settings, and events in a story.
	Craft and Structure	E	RL 4.4 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)	I can use context clues to determine the meaning of words and phrases in a passage.
		E	RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking a	I can explain how the structural elements are different in poetry, poems, prose, and drama when describing a text.
	Intent of knowledge	I	RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific directions in the text.	I can make connections between a text, visual, and oral presentation.
January	Key Ideas	E	RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (eg a character's thoughts, words, or actions).	I can use specific details from the text to describe characters, settings, and events in a story.
Myths, Fables, and Folktales	Integration of Knowledge and Ideas	E	RL 4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures	I can compare and contrast the similar treatment of themes and topics in stories, myths, and traditional literature from different cultures.
January Mid April	Key Ideas	E	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.	I can refer to details and examples in a text when explaining the text or drawing inferences.
Informational Text		E	RI 4.2 Determine a theme of a story drama, or poem from details in the text; summarize the text	I can determine the theme of a passage. I can summarize a passage.
		E	RI 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (e.g. a characters thoughts, words, or actions).	I can describe in depth character, setting, or events in a story using specific details from the text.

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	Craft and Structure	E	RI 4.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.	I can determine the meaning of general grade level academic and domain specific words or phrases in a text.
		E	RI 4.5 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.	I can describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
		E	RI 4.6 Compare and contrast a first hand and second hand account of this same event or topic; describe the differences in focus and the information provided.	I can compare and contrast first and second hand accounts of the same event/topic.
	Integration of Knowledge and ideas	I	RI 4.7 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 contributes to an understanding of the text in which it appears.	I can interpret information that is presented visually, orally, or quantitatively. I can explain how the information contributes to an understanding of the text.
		E	RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	I can explain an author uses evidence and reasons to support points in a text.
		I	RI 4.9 Integrate information from two texts in the same topic in order to write or speak about the subject knowledgeably.	I can use information from two different texts to speak or write knowledgeably.