

**Overarching Unit Learning Targets**

**All Sessions**

**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.**

We are learning to explain what a text says or suggests.

We are looking for details and examples (exact words, phrases, or sentences in the text) to explain what the text is about and to make inferences about what it suggests.

**RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.**

We are learning to determine a theme of a story, a drama and a poem.

We are looking for evidence in the text that can be used to identify a theme (what the character/reader can learn about life, self or others).

We are learning to summarize a story, a drama and a poem.

We are looking for a brief statement that includes the main character, the problem and the solution.

**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 character's thoughts, words and actions).**

We are learning to describe a character in a story or drama.

We are looking for the character's thoughts, words and actions and what other characters say about that character.

We are learning to describe a setting in a story or drama.

We are looking for details about the time and place in which a story or drama occurs.

**W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Major Emphasis Session Learning Targets**

**Session 1**

**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).**

We are learning to determine what mythological references mean in a text.

We are looking for clues surrounding unknown words and phrases that help us determine their meaning.

We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).

**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 descriptions and directions in the text.**

We are learning to make connections between written text and a visual or oral presentation (play/movie) of that text.

We are looking for details in the written, visual, or oral presentation of texts that show similarities and/or differences between the texts.

Grade 4

Historical Fiction Clubs

Major Emphasis Session Learning Targets
<p><b>Session 2</b></p> <p><b>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).</b></p> <p>We are learning to determine what mythological references mean in a text.</p> <p>We are looking for clues surrounding unknown words and phrases that help us determine their meaning.</p> <p>We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).</p>

**Major Emphasis Session Learning Targets**

Session 3

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

We are learning to compare structural elements between a poem, drama and prose.

We are looking for similarities and differences between a poem, drama and prose.

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**Major Emphasis Session Learning Targets**

**Session 4**

**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.**

We are learning to identify the point of view from which a story is written.

We are looking for:

- first person(character inside the story)
- third person(narrator)

We are learning to compare the points of view.

We are looking for similarities and differences between points of view from which stories are narrated.

- similarities and differences between points of view of different stories

**Major Emphasis Session Learning Targets**

**Session 5**

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

Grade 4

Historical Fiction Clubs

Major Emphasis Session Learning Targets
<p>Session 6</p> <p><b>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).</b></p> <p>We are learning to determine what mythological references mean in a text.</p> <p>We are looking for clues surrounding unknown words and phrases that help us determine their meaning.</p> <p>We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).</p>

**Major Emphasis Session Learning Targets**

Session 7

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

We are learning to compare structural elements between a poem, drama and prose.

We are looking for similarities and differences between a poem, drama and prose.

**RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

We are learning to compare and contrast stories, myths, and traditional literature.

We are looking for what is similar and different about themes, topics, and patterns of events.



**Major Emphasis Session Learning Targets**

Session 10

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

**Major Emphasis Session Learning Targets**

Session 11

**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 descriptions and directions in the text.**

We are learning to make connections between written text and a visual or oral presentation (play/movie) of that text.  
We are looking for details in the written, visual, or oral presentation of texts that show similarities and/or differences between the texts.

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).  
We are looking for evidence from the text that explains what happened and why.  
We are learning to explain the procedures and ideas in scientific nonfiction (science book).  
We are looking for evidence from the text that explains what happened and why.  
We are learning to explain the procedures in technical text (directions/manual).  
We are looking for evidence from the text that explains what happened and why.

**Major Emphasis Session Learning Targets**

Session 12

**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.**

We are learning to use text evidence to explain what a text says or suggests.

We are looking for exact words, phrases, or sentences in the text to explain what the text is about and to make inferences, predictions, and conclusions about what the text suggests.

**RI.4.3 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**Major Emphasis Session Learning Targets**

Session 14

**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.**

We are learning to identify the point of view from which a story is written.

We are looking for:

- first person(character inside the story)
- third person(narrator)

We are learning to compare the points of view.

We are looking for similarities and differences between points of view from which stories are narrated.

- similarities and differences between points of view of different stories

**RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

We are learning to compare and contrast stories, myths, and traditional literature.

We are looking for what is similar and different about themes, topics, and patterns of events.

**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.**

We are learning to use text evidence to explain what a text says or suggests.

We are looking for exact words, phrases, or sentences in the text to explain what the text is about and to make inferences, predictions, and conclusions about what the text suggests.

**RI.4.3 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**Major Emphasis Session Learning Targets**

Session 15

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraph

**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.**

We are learning to identify the point of view from which a story is written.

We are looking for:

- first person(character inside the story)
- third person(narrator)

We are learning to compare the points of view.

We are looking for similarities and differences between points of view from which stories are narrated.

- similarities and differences between points of view of different stories.

Grade 4

Historical Fiction Clubs

Major Emphasis Session Learning Targets
Session 16 <b>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</b> We are learning to compare and contrast stories, myths, and traditional literature. We are looking for what is similar and different about themes, topics, and patterns of events.

**Overarching Unit Learning Targets**

**All Sessions**

**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.**

We are learning to use text evidence to explain what a text says or suggests.

We are looking for exact words, phrases, or sentences in the text to explain what the text is about and to make inferences, predictions, and conclusions about what the text suggests.

**RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

We are learning to determine the main idea(s) of an informational text.

We are looking for what the text is mostly about.

We are learning to explain how important (key) details support the main idea(s).

We are looking for words and phrases that support the main idea(s).

We are learning to summarize an informational text.

We are looking for a brief statement of the main idea(s).

**RI.4.3 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

Grade 4

Unit 3: Reading History

**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

**RI.4.10 Read and comprehend complex literary and information texts independently and proficiently.**



**Additional Session Learning Targets**

**Session 1**

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**Session 2**

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

**Session 3**

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

**Session 6**

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

Grade 4

Unit 3: Reading History

Session 7

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

Session 8

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

Session 10

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

Grade 4

Unit 3: Reading History

G4 Reading History Learning Targets

Session 11

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

We are looking for the words, phrases and text features that help us determine the meaning of words.

Session 12

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

Grade 4

Unit 3: Reading History

Session 13

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

Session 14

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

Session 15

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

- We are learning to explain the events and ideas in historical nonfiction (social studies book).
- We are looking for evidence from the text that explains what happened and why.
- We are learning to explain the procedures and ideas in scientific nonfiction (science book).
- We are looking for evidence from the text that explains what happened and why.
- We are learning to explain the procedures in technical text (directions/manual).
- We are looking for evidence from the text that explains what happened and why.

Session 16

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

- We are learning to identify that the text structure is chronological.
- We are looking for events presented in chronological order within a text.
- We are learning to identify that the text structure uses comparisons.
- We are looking for comparisons within a text.
- We are learning to identify that the text structure shows cause and effect.
- We are looking for cause and effect relationships within a text.
- We are learning to identify that the text structure contains problem(s)/solution(s).
- We are looking for problem(s) and solution(s) within a text.



**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

Session 17

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**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.**

We are learning to explain what a text says or suggests.

We are looking for details and examples (exact words, phrases, or sentences in the text) to explain what the text is about and to make inferences about what it suggests.

**RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.**

We are learning to determine a theme of a story, a drama and a poem.

We are looking for evidence in the text that can be used to identify a theme (what the character/reader can learn about life, self or others).

We are learning to summarize a story, a drama and a poem.

We are looking for a brief statement that includes the main character, the problem and the solution.

Grade 4

Unit 3: Reading History

**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 character's thoughts, words and actions).**

We are learning to describe a character in a story or drama.

We are looking for the character's thoughts, words and actions and what other characters say about that character.

We are learning to describe a setting in a story or drama.

We are looking for details about the time and place in which a story or drama occurs.

Session 18

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

Session 20

**RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.**

We are learning to determine a theme of a story, a drama and a poem.

We are looking for evidence in the text that can be used to identify a theme (what the character/reader can learn about life, self or others).

We are learning to summarize a story, a drama and a poem.

We are looking for a brief statement that includes the main character, the problem and the solution.

Grade 4

Unit 3: Reading History

**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 character's thoughts, words and actions).**

We are learning to describe a character in a story or drama.

We are looking for the character's thoughts, words and actions and what other characters say about that character.

We are learning to describe a setting in a story or drama.

We are looking for details about the time and place in which a story or drama occurs.

Grade 4

Unit 3: Reading History

G4 Reading History Learning Targets

Session 19

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 20

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

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**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

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- second-hand account—based on the author’s research rather than personal experience

**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**Overarching Unit Learning Targets**

**All Sessions**

**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.**

We are learning to use text evidence to explain what a text says or suggests.

We are looking for exact words, phrases, or sentences in the text to explain what the text is about and to make inferences, predictions, and conclusions about what the text suggests.

**RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

We are learning to determine the main idea(s) of an informational text.

We are looking for what the text is mostly about.

We are learning to explain how important (key) details support the main idea(s).

We are looking for words and phrases that support the main idea(s).

We are learning to summarize an informational text.

We are looking for a brief statement of the main idea(s).

**RI.4.3 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**RI.4.10 Read and comprehend complex literary and information texts independently and proficiently.**



**Additional Session Learning Targets**

**Session 2**

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

- We are learning to explain the events and ideas in historical nonfiction (social studies book).
- We are looking for evidence from the text that explains what happened and why.
- We are learning to explain the procedures and ideas in scientific nonfiction (science book).
- We are looking for evidence from the text that explains what happened and why.
- We are learning to explain the procedures in technical text (directions/manual).
- We are looking for evidence from the text that explains what happened and why.

**Session 3**

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

- We are learning to identify that the text structure is chronological.
- We are looking for events presented in chronological order within a text.
- We are learning to identify that the text structure uses comparisons.
- We are looking for comparisons within a text.
- We are learning to identify that the text structure shows cause and effect.
- We are looking for cause and effect relationships within a text.
- We are learning to identify that the text structure contains problem(s)/solution(s).
- We are looking for problem(s) and solution(s) within a text.

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

**Session 4**

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

Session 5

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

Session 6

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

Session 7

**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

Session 8

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

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We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 9

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 10

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 12

**RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area.**

We are learning to determine what words and phrases mean in a text.

We are looking for the words, phrases and text features that help us determine the meaning of words.

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

**RI.4.7 Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

Session 14

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

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We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

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We are learning to explain the procedures in technical text (directions/manual).

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**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 15

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

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We are looking for problem(s) and solution(s) within a text.

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We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.



Session 16

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 17

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

We are looking for problem(s) and solution(s) within a text.

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We are learning to explain the events and ideas in historical nonfiction (social studies book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures and ideas in scientific nonfiction (science book).

We are looking for evidence from the text that explains what happened and why.

We are learning to explain the procedures in technical text (directions/manual).

We are looking for evidence from the text that explains what happened and why.

Session 18

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

We are looking for:

- first-hand account—based on the author’s personal experience
- second-hand account—based on the author’s research rather than personal experience

**RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.**

We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 19

**RI.4.6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.**

We are learning to compare a first-hand and second-hand account of the same event or topic.

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We are learning to explain how an author supports the idea(s) in a text.

We are looking for evidence an author includes in the text that support their purpose.

**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

We are learning to identify important information from two texts on the same topic.

We are looking for a written or oral combination of important information from two texts on the same topic.

Session 20

**RI.4.5 Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.**

We are learning to identify that the text structure is chronological.

We are looking for events presented in chronological order within a text.

We are learning to identify that the text structure uses comparisons.

We are looking for comparisons within a text.

We are learning to identify that the text structure shows cause and effect.

We are looking for cause and effect relationships within a text.

We are learning to identify that the text structure contains problem(s)/solution(s).

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We are looking for evidence an author includes in the text that support their purpose.

**Overarching Unit Learning Targets**

**All Sessions**

**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.**

We are learning to explain what a text says or suggests.

We are looking for details and examples (exact words, phrases, or sentences in the text) to explain what the text is about and to make inferences about what it suggests.

**RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.**

We are learning to determine a theme of a story, a drama and a poem.

We are looking for evidence in the text that can be used to identify a theme (what the character/reader can learn about life, self or others).

We are learning to summarize a story, a drama and a poem.

We are looking for a brief statement that includes the main character, the problem and the solution.

**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 character's thoughts, words and actions).**

We are learning to describe a character in a story or drama.

We are looking for the character's thoughts, words and actions and what other characters say about that character.

We are learning to describe a setting in a story or drama.

We are looking for details about the time and place in which a story or drama occurs.

**W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Additional Session Learning Targets**  
**Reading and Language**

**Session 2**

**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).**

We are learning to determine what mythological references mean in a text.

We are looking for clues surrounding unknown words and phrases that help us determine their meaning.

We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora’s Box, and Midas Touch).

**RL.4.10 Read and comprehend complex literary and information texts independently and proficiently.**

**Session 3**

**RL.4.10 Read and comprehend complex literary and information texts independently and proficiently.**

**Session 7**

**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).**

We are learning to determine what mythological references mean in a text.

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Interpreting Character: The Heart of the Story

Session 10

**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).**

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We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).

Session 11

**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).**

We are learning to determine what mythological references mean in a text.

We are looking for clues surrounding unknown words and phrases that help us determine their meaning.

We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).

Session 13

**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).**

We are learning to determine what mythological references mean in a text.

We are looking for clues surrounding unknown words and phrases that help us determine their meaning.

We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).

Interpreting Character: The Heart of the Story

Session 14

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

We are learning to compare structural elements between a poem, drama and prose.

We are looking for similarities and differences between a poem, drama and prose.



Interpreting Character: The Heart of the Story

Session 15

**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).**

We are looking for clues surrounding unknown words and phrases that help us determine their meaning.

We are learning to determine what mythological references mean in a text.

We are looking for the connection between mythological characters and words and phrases used in the text (Herculean, Achilles Heel, Pandora's Box, and Midas Touch).

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
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- rhyme(two words that sound alike)
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We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

## Grade 4

### Interpreting Character: The Heart of the Story

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

We are learning to compare structural elements between a poem, drama and prose.

We are looking for similarities and differences between a poem, drama and prose.

#### Session 16

**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.**

We are learning to explain the structural elements of poems.

We are looking for:

- verse(single metrical line of poetry)
- rhythm(long and short patterns of stressed and unstressed syllables e.g. Limerick)
- meter(the rhythm established by a poem)
- stanza(a group of lines in a poem separated by space from other stanzas)
- rhyme(two words that sound alike)
- alliteration(repeating the consonant sounds at the beginnings of nearby words)

## Grade 4

### Interpreting Character: The Heart of the Story

We are learning to explain the structural elements of dramas.

We are looking for:

- casts of characters
- settings
- descriptions
- dialogue
- stage directions

We are learning to explain the structural elements of prose.

We are looking for:

- characters
- settings
- descriptions
- dialogue
- paragraphs

We are learning to compare structural elements between a poem, drama and prose.

We are looking for similarities and differences between a poem, drama and prose.

Grade 4

Interpreting Character: The Heart of the Story

Session 17

**RL.4.9 : Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

We are learning to compare and contrast stories, myths, and traditional literature.

We are looking for what is similar and different about themes, topics, and patterns of events