

Unit 6: American Revolution	Lessons																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Describe the concerns George Washington expressed in a letter to the Continental Congress in December 1777 to request more military support								✓	✓									
Identify a timeline for the French Alliance, the Continental Army's departure from Valley Forge, the Battle of Yorktown, the British surrender, and the Treaty of Paris										✓	✓							
Explain that the Continental Army benefitted from the assistance of several individuals from different European countries during the war										✓	✓	✓						
Explain that a German by the name of von Steuben trained the Continental Army at Valley Forge, helping them secure their first decisive victory against the British at the Battle of Yorktown three years later										✓	✓							
Explain that the alliance with France was pivotal in the colonists winning the war										✓	✓							
Reading Standards for Literature																		
Key Ideas and Details																		
STD 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.				✓									✓	✓	✓	✓	✓
STD RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				✓									✓	✓			
STD 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, or actions).				✓									✓	✓	✓	✓	✓
Craft and Structure																		
STD 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., <i>Herculean</i>).				✓									✓	✓	✓	✓	

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STD 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.					✓													
STD 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.																		
Integration of Knowledge and Ideas																			
STD 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.					✓											✓		
STD RL.4.8	(Not applicable to literature)																		
STD 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.																		
Range of Reading and Level of Text Complexity																			
STD 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.					✓									✓	✓	✓	✓	✓
Reading Standards for Informational Text																			
Key Ideas and Details																			
STD 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	

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STD W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			✓		✓		✓	✓		✓		✓	✓				
STD W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	✓	✓		✓	✓		✓		✓	✓				
STD W.4.9a	Apply Grade 4 Reading standards to literature (e.g., “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, or actions].”).																	
STD W.4.9b	Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).			✓	✓	✓		✓	✓		✓		✓	✓				
STD W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			✓	✓	✓		✓	✓		✓		✓	✓				✓
Speaking and Listening Standards																		
Comprehension and Collaboration																		
STD SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			✓		✓		✓		✓				✓				✓
STD SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.			✓	✓	✓		✓		✓		✓		✓				✓

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STD L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).																	
Vocabulary Acquisition and Use																		
STD 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 a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
STD L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓						✓		✓	✓	✓
STD L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		✓		✓		✓				✓							✓
STD L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		
STD L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	
STD L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.			✓											✓			
STD L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.			✓	✓	✓	✓							✓			✓	
STD L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		✓	✓			✓				✓		✓				✓	

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STD L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Objectives																		
CKLA	Identify and use proper subject-verb agreement						✓				✓							✓
CKLA	Identify and use proper subject-linking verb agreement											✓						✓
CKLA	Use common, grade-appropriate roots and affixes as clues to the meaning of a word											✓			✓			✓