Alignment to the Core Knowledge Sequence and the Common Core State Standards

The following chart indicates which lessons in the *American Revolution* unit address content from the Core Knowledge Sequence (Core Content Objectives) and Common Core State Standards (CCSS).

Unit 6: American Revolution	Lessons																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Core Content Objectives																	
Explain that by defeating the French in the French and Indian War, the British established themselves as the dominant power in North America	✓																
Identify changes in British policy toward the colonies, including the increased taxation as a result of the French and Indian War	✓	✓	✓														
Explain that changes in British policy toward the colonies and increased taxation contributed greatly to the discontent that the colonists felt toward Great Britain		✓	✓														
Explain that, with each move by the British government and response by the colonists, the colonies came closer to declaring their independence		✓	✓			✓	✓										
Explain that the new laws called the Intolerable Acts contributed to the discontent the colonists felt toward Great Britain				✓	✓												
Explain that the colonists sent representatives from twelve of the thirteen colonies to Philadelphia to meet at the First Continental Congress				✓	✓												
Explain that the Revolutionary War began in Concord and Lexington in April 1775				✓	✓												
Identify a timeline for the fighting at Lexington, Concord, and Bunker Hill						✓	✓										
Explain that the battles at Lexington, Concord, and Bunker Hill occurred before the formal Declaration of Independence and organization of an army						✓	✓										
Identify Thomas Jefferson as the main writer of the Declaration of Independence						✓	✓										
Identify the Declaration of Independence as a key document in American history						✓	✓										
Identify a timeline for the events at Trenton, Valley Forge, and Saratoga								✓	✓								
Explain that the Continental Army faced many challenges and defeats in the years following the Declaration of Independence								✓	✓								

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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., *Herculean*).					✓								✓	✓	✓	✓	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STD RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓		✓		✓		✓		✓							✓
STD RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓						✓
Craft and Structure																		
STD 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓
STD 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.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓						✓
STD RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.																	
Integration of Knowledge and Ideas																		
STD 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.	✓	✓		✓				✓		✓	✓						
STD RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					
STD RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.					✓												

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Range of Reading and Level of Text Complexity																		
STD RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓
Reading Standards for Foundational Skills																		
Phonics and Word Recognition																		
STD RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
STD RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
Fluency																		
STD RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
STD RF.4.4a	Read on-level text with purpose and understanding.		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
STD RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					✓												
STD RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓		✓	✓	✓	✓						✓		✓	✓	
Writing Standards																		
Text Types and Purposes: Opinion																		
STD W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.																	
STD W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.																	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STD W.4.1b	Provide reasons that are supported by facts and details.																	
STD W.4.1c	Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).																	
STD W.4.1d	Provide a concluding statement or section related to the opinion presented.																	
Text Types and Purposes: Informative/Explanatory																		
STD W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓	✓	✓		✓	✓		✓		✓	✓				✓
STD W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			✓														
STD W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			✓	✓	✓		✓	✓		✓		✓	✓				✓
STD W.4.2c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).			✓	✓	✓					✓		✓					
STD W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			✓	✓	✓		✓	✓		✓		✓	✓				✓
STD W.4.2e	Provide a concluding statement or section related to the information or explanation presented.													✓				
Text Types and Purposes: Narrative																		
STD W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																	
STD W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.																	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STD W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.																	
STD W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.																	
STD W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.																	
STD W.4.3e	Provide a conclusion that follows from the narrated experiences or events.																	
Production and Distribution of Writing																		
STD W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		✓		✓	✓		✓	✓		✓		✓	✓		✓	✓	✓
STD W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.)				✓	✓		✓	✓		✓		✓	✓		✓	✓	
STD W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.																	
Research to Build and Present Knowledge																		
STD W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.																	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STD SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.																	
STD SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					✓		✓	✓									
STD SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.					✓		✓	✓									
Presentation of Knowledge and Ideas																		
STD 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.																	
STD SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.																	
STD SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language Standards 1 for specific expectations.)																	
Language Standards																		
Conventions of Standard English																		
STD L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														✓			✓

Unit 6: American Revolution		Lessons																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
STD L.4.1a	Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).																	
STD L.4.1b	Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.																	
STD L.4.1c	Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.														✓		✓	✓
STD L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).																	
STD L.4.1e	Form and use prepositional phrases.																	
STD L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.																	
STD L.4.1g	Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).																	
STD L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										✓					✓		✓
STD L.4.2a	Use correct capitalization.										✓					✓		
STD L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.				✓													
STD L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.																	
STD L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.						✓			✓	✓	✓			✓	✓		
Knowledge of Language																		
STD L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.3a	Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.3b	Choose punctuation for effect.																	

Unit 6: American Revolution		Lessons																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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., *telegraph*, *photograph*, *autograph*).		✓		✓		✓			✓								✓
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., *as pretty as a picture*) 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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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation,* and *endangered* 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											✓			✓		✓	✓