



# America in Conflict

## ESSENTIAL QUESTIONS

**How does our understanding of events influence our opinions?**

**This eight-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.**

### Reading Standards for Literature

#### Key Ideas and Details

**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

**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)

**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.

### Reading Standards for Informational Text

#### Key Ideas and Details

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

**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

**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.

**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.

**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 in a text or part of a text.

#### Integration of Knowledge and Ideas

**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.

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

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

### Reading Standards: Foundational Skills

#### Phonics and Word Recognition

**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

*a. 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

**RF.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.*

*c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

**Writing Standards****Text Types and Purposes**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

*a. 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.*

*b. Provide reasons that are supported by facts and details.*

*c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*

*d. Provide a concluding statement or section related to the opinion presented.*

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*a. 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.*

*b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

*c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*

*d. Use precise language and domain-specific vocabulary to inform about or explain the topic.*

*e. Provide a concluding statement or section related to the information or explanation presented.*

**Production and Distribution of Writing**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**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**

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**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.

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

*a. 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].").*

*b. 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").*

**Speaking and Listening Standards****Comprehension and Collaboration**

**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.

*b. Follow agreed-upon rules for discussions and carry out assigned roles.*

*c. 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.*

*d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas**

**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.

**SL.4.5** Add **audio recordings** and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**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.

**Language Standards****Conventions of Standard English**

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).*

*e. Form and use prepositional phrases.*

*f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

*g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*b. Use commas and quotation marks to mark direct speech and quotations from a text.*

*c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*

*d. Spell grade-appropriate words correctly, consulting references as needed.*

**Knowledge of Language**

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

*c. 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**

**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.

*a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.*

*b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).*

*c. 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.*

**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).