

**SCOPE AND SEQUENCE: GRADE 4**

Each book in *The Young Patriots Series* is aligned to *Indiana’s Academic Standards* and National Education Standards in English-Language Arts and Social Studies. Students can meet these standards through silent and oral reading, and through teacher-led class discussions about the historical events and notable people discussed in each book.

<b>INDIANA’S ACADEMIC STANDARDS (GRADE 4)</b> <i>Indiana’s Academic Standards</i> , Indiana Department of Education, 2001.		<i>Amelia Earhart, Young Air Pioneer</i>	<i>William Henry Harrison, Young Tippecanoe</i>	<i>Lew Wallace, Boy Writer</i>	<i>Juliette Low, Girl Scout Founder</i>	<i>James Whitcomb Riley, Young Poet</i>	<i>Eddie Rickenbacker, Boy Pilot &amp; Racer</i>	<i>Mahalia Jackson, Gospel Singer &amp; Civil Rights Champion</i>	<i>George Rogers Clark, Boy of the Northwest Frontier</i>	<i>John Hancock, Independent Boy</i>	<i>Phillis Wheatley, Young Revolutionary Poet</i>	<i>Abner Doubleday, Boy Baseball Pioneer</i>
<b>English/Language Arts</b>												
<b>Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development</b>	<b>Decoding and Word Recognition</b> 4.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.	•	•	•	•	•	•	•	•	•	•	•
	<b>Vocabulary and Concept Development</b> 4.1.2 Apply knowledge of synonyms, antonyms, homographs, and idioms (expressions that cannot be understood just by knowing the meanings of the words) in the expression, to determine the meaning of words and phrases. 4.1.3 Use knowledge of root words ( <i>nation, national, nationality</i> ) to determine the meaning of unknown words within a passage. 4.1.6 Distinguish and interpret words with multiple meanings ( <i>quarters</i> ) by using context clues (the meaning of the text around a word).	•	•	•	•	•	•	•	•	•	•	•

<b>Standard 2 Reading: Comprehension</b>	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b> 4.2.2 Use appropriate strategies when reading for different purposes. 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard 3 Reading: Literary Response and Analysis</b>	<b>Narrative Analysis of Grade-Level-Appropriate Text</b> 4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard 7 Listening and Speaking: Skills, Strategies, and Applications</b>	<b>Comprehension</b> 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	•	•	•	•	•	•	•	•	•	•	•
<b>Social Studies</b>												
<b>Standard 1 History</b>	<b>Historical Knowledge: The American Revolution and the Indiana Territory (1770s to 1816)</b> 4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.		•						•	•		

<p><b>Historical Knowledge: Statehood and Development (1816 to 1850s)</b>  4.1.6 Explain how key individuals and events influenced the early growth of the new state of Indiana.</p>		•	•		•			•			
<p><b>Historical Knowledge: The Civil War Era (1850-1880s)</b>  4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.  4.1.8 Summarize the participation of Indiana citizens in the Civil War.</p>				•	•						
<p><b>Growth and Development (1880 to 1920)</b>  4.1.10 Describe the participation of Indiana citizens in World War I and the changes the war brought to the state.</p>						•					

**NATIONAL EDUCATION STANDARDS**

**English-Language Arts**

*Standards for the English Language Arts (K-12)*, International Reading Association (IRA) and the National Council of Teachers of English (NCTE), 1996.

<b>Standard 1</b>	Students read a wide range of print or nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among those texts are fiction and nonfiction, classic and contemporary works.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard 2</b>	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard 3</b>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	•	•	•	•	•	•	•	•	•	•	•

**Social Studies**

*Curriculum Standards for Social Studies (Early Grades)*, National Council for the Social Studies, 1994.

<b>Standard 1: Culture</b>	b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.	•	•	•	•	•	•	•	•	•	•	•
	c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	•	•	•	•	•	•	•	•	•	•	•

<b>Standard II: Time, Continuity, &amp; Change</b>	e. Demonstrate an understanding that people in different times and places view the world differently.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard IV: Individual Development &amp; Identity</b>	e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.	•	•	•	•	•	•	•	•	•	•	•
	f. Explore factors that contribute to one's personal identity, such as interests, capabilities, and perceptions.	•	•	•	•	•	•	•	•	•	•	•
	g. Analyze a particular event to identify reasons individuals might respond to it in different ways.	•	•	•	•	•	•	•	•	•	•	•
<b>Standard V: Individuals, Groups, &amp; Institutions</b>	e. Identify and describe examples of tensions between an individual's beliefs and government policies or laws.									•	•	