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

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

							Le	essoi	ns						
Unit 2: The Middle Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Core Content Objectives															
Identify the Middle Ages as the approximately 1,000- year time period in Europe between ancient and modern times	$\checkmark$														
Explain that invasions by Germanic tribes contributed to the decline of the Roman Empire	$\checkmark$														
Describe the Middle Ages as a time that had both negative aspects, such as conflict and hardship, and positive aspects, such as creation and innovation	$\checkmark$														
Explain that in the Middle Ages serfs worked and fought for lords who, in return, provided protection and the use of land		$\checkmark$	✓												
Describe some differences between the life of a lord and the life of a serf in the Middle Ages		$\checkmark$	$\checkmark$												
Explain that <i>feudalism</i> refers to a way of life based on land ownership and land use that existed during the Middle Ages			~												
Explain the link between violence in the Middle Ages and the need for soldiers, including some called knights				$\checkmark$											
Describe the concept of chivalry and explain its importance to knights				$\checkmark$											
Describe the general layout of a castle and identify it as a place built more for protection than for comfort				$\checkmark$											
Explain that towns developed during the Middle Ages as a result of increasing trade among people					$\checkmark$	$\checkmark$									
Describe some of the positive and negative aspects of life in a town in the Middle Ages					$\checkmark$										
Explain that a middle class, which included merchants and craftsmen, grew in importance during the Middle Ages						$\checkmark$									
Explain that with the growth of towns during the Middle Ages, the importance of feudalism began to decline						$\checkmark$									
Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages							$\checkmark$	$\checkmark$							
Describe the power and wealth of the Church during the Middle Ages and its influence over kings and political decisions							$\checkmark$								

Linit 2. The A								L	esso	ns						
Unit 2: The N	nidale Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Describe the an cathedrals	rchitectural features of medieval							$\checkmark$								
Describe the ro	ole of monks in the Middle Ages								$\checkmark$							
Explain the pro monk in the M	ocess one went through to become a iddle Ages								$\checkmark$							
Identify Willian Battle of Hastir	n the Conqueror as the victor in the ngs in 1066									$\checkmark$	$\checkmark$					
	e Battle of Hastings helped bring e in the English language									$\checkmark$	$\checkmark$					
	yeux Tapestry as a tapestry that tells, ture form, the events of the Battle of										~					
	lenry II as an important English king ing the Middle Ages											$\checkmark$	$\checkmark$			
Explain that Kin judicial system	ng Henry II made major reforms in the 1											$\checkmark$	$\checkmark$			
	auses and consequences of the murder ket in Canterbury Cathedral											$\checkmark$	$\checkmark$			
Describe the re nobles during	elationship between King John and the his reign													$\checkmark$		
Explain the sig	nificance of Magna Carta													$\checkmark$		
Explain the im	portance of the Hundred Years' War														$\checkmark$	
Describe the u to the Hundred	nique contributions Joan of Arc made d Years' War														$\checkmark$	
Explain the cau Europe in the N	use and consequences of the plague in Middle Ages														$\checkmark$	
Identify the Mi	ddle Ages as a time of transformation														$\checkmark$	
<b>Reading</b> S	Standards for Literature															
Key Ideas a	nd 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.															$\checkmark$
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).															

								Le	esso	ns						
Unit 2: The M	Aiddle Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Craft and S	tructure															
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> ).															$\checkmark$
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 Read	ding and Level of Text Complexity		,	,					,	,			,			1
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.															$\checkmark$
Reading S	itandards for Informationa	l Te	ext													
Key Ideas a	nd 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.	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	~	~	~	~	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$

Upit D. The M								L	esso	ns						
Unit 2: The M	Middle Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.	✓	~	~		~	~	~		~	~	~	~	~		✓
<b>Craft and S</b>	tructure															
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.	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	~	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	~	~	~	~	$\checkmark$	$\checkmark$
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.	$\checkmark$	~		$\checkmark$	~	~	~								
STD RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.						$\checkmark$	$\checkmark$					$\checkmark$	$\checkmark$	~	~
STD RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.						$\checkmark$	$\checkmark$							$\checkmark$	
Range of R	eading and Level of Text Comp	exi	ty													
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.	✓	~	~	~	~	~	~	~	~	~	√	$\checkmark$	✓	✓	✓

Unit 2: The M	Aiddle Ages							L	esso	ns						
onit 2: The M		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Reading</b>	Standards for Foundationa	l Sk	kills													
Phonics an	d Word Recognition															
STD RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$
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.		~	$\checkmark$	~	~		~	~	~	~	✓	~			
Fluency																
STD RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		
STD RF.4.4a	Read on-level text with purpose and understanding.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$
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.		~	$\checkmark$	~		~	~	~	~		~	~		$\checkmark$	
Writing St	tandards															
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.							$\checkmark$			$\checkmark$		$\checkmark$			$\checkmark$
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.							~			~		~			$\checkmark$
STD W.4.1b	Provide reasons that are supported by facts and details.							$\checkmark$	$\checkmark$		$\checkmark$		$\checkmark$	$\checkmark$		$\checkmark$
STD W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).							$\checkmark$			$\checkmark$		$\checkmark$	$\checkmark$		$\checkmark$
STD W.4.1d	Provide a concluding statement or section related to the opinion presented.							~			$\checkmark$					$\checkmark$

								L	esso	ns						
Unit 2: The I	Middle Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Text Types</b>	and Purposes: Informative/Exp	lan	ator	у												
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.		$\checkmark$	$\checkmark$	$\checkmark$	~										
STD W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example,</i> <i>also, because</i> ).			$\checkmark$	$\checkmark$											
STD W.4.2d	Use precise language and domain- specific vocabulary to inform about or explain the topic.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$										
STD W.4.2e	Provide a concluding statement or section related to the information or explanation presented.			$\checkmark$												
<b>Text Types</b>	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.															
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.															

Unit 2. The I								L	esso	ns						
Unit 2: The l	Middle Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Productior	n 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.)				~	~		~	~		~		~	$\checkmark$		$\checkmark$
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.)				~	V		~	~		V		V	✓		~
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 t	o Build and Present Knowledge															
STD W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	$\checkmark$	$\checkmark$		$\checkmark$		$\checkmark$	$\checkmark$				$\checkmark$		$\checkmark$	$\checkmark$	
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.		$\checkmark$		$\checkmark$			$\checkmark$	$\checkmark$							
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").						$\checkmark$	~					~	~	~	~

Unit 2: The M								L	esso	ns						
Unit 2: The M		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.				~	~		~	~		~		$\checkmark$	$\checkmark$	~	~
Speaking	and Listening Standards															
Comprehe	nsion 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.	$\checkmark$	~	~	~	~	~	~	~	~	~	~	$\checkmark$	$\checkmark$	~	
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.			$\checkmark$				~		$\checkmark$				$\checkmark$		
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.	$\checkmark$	~			$\checkmark$	$\checkmark$			$\checkmark$		~	$\checkmark$			
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.															
Presentatio	on 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.															

Linit D. The A								Le	esso	ns						
Unit 2: The M	Alidale Ages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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															
Conventior	ns of Standard English															
STD L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			~	~	~		~				~	~		~	~
STD L.4.1a	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).															
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., <i>can, may, must</i> ) to convey various conditions.															
STD L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red</i> <i>small bag</i> ).															
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., <i>to, too, two; there, their</i> ).															
STD L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					$\checkmark$							$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
STD L.4.2a	Use correct capitalization.												$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
STD L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.															

Unit 2. The I								L	esso	ns						
Unit 2: The I		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.						$\checkmark$	~	$\checkmark$	~		✓	$\checkmark$	~	~	✓
Knowledge	e of Language															
STD L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	$\checkmark$	✓													
STD L.4.3a	Choose words and phrases to convey ideas precisely.	$\checkmark$														
STD L.4.3b	Choose punctuation for effect.															
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, photograph, autograph</i> ).											$\checkmark$			~	~
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.		$\checkmark$	~	$\checkmark$		$\checkmark$		$\checkmark$	~		$\checkmark$	$\checkmark$			
STD L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.			$\checkmark$									$\checkmark$			

Unit 2. The	Middle Ages							L	esso	ns						
Unit 2: The		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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).		~				~	~			~	~	~		~	
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 Ob	jectives															
CKLA	Explain the function and relationship between nouns and adjectives and use appropriately in particular sentences		$\checkmark$		~						~					~
CKLA	Explain the function of verbs and adverbs and use appropriately in particular sentences						$\checkmark$			$\checkmark$						$\checkmark$
CKLA	Identify subjects and predicates in sentences											$\checkmark$			$\checkmark$	$\checkmark$
CKLA	Identify and produce simple and complex sentences											$\checkmark$			$\checkmark$	