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

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

Unit 6: The Renaissance									Le	SSOI	ns								
Onit of the Kenaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Core Content Objectives																			
Define the term renaissance as "rebirth"	✓		✓	✓															
Explain that the Renaissance is so named because, during this period, there was a renewed interest in the literature, philosophy, art, and ideas of ancient Greece and Rome	√		✓	✓															
Explain that the growth of trade increased the wealth and influence of the middle class during the Renaissance movement	√						√												
Describe patrons as wealthy merchants who supported artists during the Renaissance movement	✓	✓																	
Explain that the Renaissance was marked by an interest in the natural world		✓		✓	✓														
Describe how Leonardo da Vinci's works of art exemplify the Renaissance interest in the natural world and reflect the belief that man can do anything			√	√															
Describe how Michelangelo's and Raphael's works of art exemplify the Renaissance interest in the natural world and reflect the belief that man can do anything					✓	✓													
Identify the Medici family in Florence and the popes in Rome as patrons of the arts and learning					✓	√	✓												
Explain that patrons' motivation for supporting art was linked to the fame it brought them							✓												
Identify <i>The Prince</i> and <i>The Courtier</i> as Renaissance literature								✓	✓										
Explain that the Renaissance ideals of a courtier and a prince are exemplified in the writings of Castiglione and Machiavelli								✓	✓										
Describe the similarities and differences between <i>The Prince</i> and <i>The Courtier</i>								√	√										

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	the Renaissance ffected women, fashion, fe										✓	✓								
	cultural norms set for ng the Renaissance										✓	✓								
the cultural r	s some women challenged norms for women during nce movement										✓	✓								
	the Renaissance mpacted artists in ope												✓							
	depictions found in the artists from northern												✓							
	rantes and Shakespeare writers from the period													✓	✓					
	Cervantes and embody the ideals of the movement													✓						
Explain the n Shakespeare	neaning of famous an lines														✓					
Reading	Standards for Info	orm	atio	ona	l Te	ext														
	and Details																			
STD RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	√	√	✓	√	✓	√		
STD RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	√	✓	✓	✓	✓													
STD RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	✓	✓	✓		✓	✓	✓	✓		✓	✓	√	√		✓				

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Craft and	Structure																			
STD RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	√	✓	√	√	√	✓	✓	√	√	✓	✓	√	√	✓	✓	✓	√		
STD RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.	✓							✓	✓				✓						
STD RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			√			✓													
Integration	on of Knowledge and	ldea	as																	
STD RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	✓					✓				✓									
STD RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	✓		√			✓									√				
STD RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓											✓	✓			√	✓		✓

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Range of l	Reading and Level of	Tex	t Co	mpl	exit	У														
STD RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Reading	Standards for Fou	ınd	atic	ona	l Sk	ills														
Phonics a	nd Word Recognition																			
STD RF.5.3	Know and apply grade- level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	√	✓		
STD RF.5.3a	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.5.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	√	√		√	✓	✓	√		✓	✓	✓	√	√		
STD RF.5.4a	Read grade-level text with purpose and understanding.	√	✓	√	✓	✓	√		✓	√	✓	√		√	✓	✓	√	√		
STD RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓		✓	✓	✓	√		√	✓	✓		✓		✓		✓	✓		
STD RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	√	✓		√	✓	√	✓		✓	✓	✓	✓	✓		

Unit of The	Daniel and a									Le	esso	ns								
Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Writing !	Standards																			
Text Type:	s and Purposes: Opin	ion																		
STD W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		✓		✓			✓												✓
STD W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.																			
STD W.5.1b	Provide logically ordered reasons that are supported by facts and details.																			
STD W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).																			
STD W.5.1d	Provide a concluding statement or section related to the opinion presented.																			
Text Type:	s and Purposes: Infor	mat	ive/	Ехр	lana	ator	y													
STD W.5.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			✓		✓			✓		✓		✓	✓		✓	√	✓		
STD W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			✓		✓			✓		✓		✓	√		✓	√	✓		

Unit C. Th.	Donnissansa									Le	esso	ns								
Unit o: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			✓		✓			✓		✓		✓	✓		✓	✓	✓		
STD W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).												✓	✓		✓	✓	✓		
STD W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			✓		✓			√		✓		✓	✓		✓	✓	✓		
STD W.5.2e	Provide a concluding statement or section related to the information or explanation presented.			✓		✓			✓		✓		✓	✓		√	✓	✓		
Text Types	s and Purposes: Narra	ative	9																	
STD W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																			
STD W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.																			
STD W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.																			
STD W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.																			

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.																			
STD W.5.3e	Provide a conclusion that follows from the narrated experiences or events.																			
Productio	n and Distribution of	Wr	iting	J	_	<u> </u>		<u> </u>		'			-		<u> </u>					
STD W.5.4	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.)		✓	✓	✓	✓		✓	✓		✓		√	✓		✓	✓	√	√	✓
STD W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 5.)			✓		✓			√		✓		✓	✓			✓	✓	√	
STD W.5.6	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 two pages in a single sitting.																		√	
Research	to Build and Present I	Kno	wle	dge																
STD W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.								√		✓		√	√			√	√	√	√

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		✓	✓	✓	✓			✓		✓		✓	✓			√	✓	✓	✓
STD W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			√		✓			✓		√		√	√			✓	√		
STD W.5.9a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").																			
STD W.5.9b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").			✓		✓			√		✓		√	✓			√	✓		
STD W.5.10	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.		✓	✓	✓	✓		✓	✓		✓		√	✓		✓	√	✓	√	✓

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Speakin	g and Listening St	anc	larc	ls																
Compreh	ension and Collaborat	tion																		
STD SL.5.1	Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	√	✓	✓		✓	✓					✓		✓	√					
STD SL.5.1a	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.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	√					√					√		✓	✓					
STD SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	√	✓	✓	✓	✓	√	✓	✓	✓	✓	✓	✓	✓	√					
STD SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	√	✓	√		√														
STD SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	√	✓	√	✓	√	✓		✓			✓								
STD SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			✓				√												✓

Unit 6. The	Danaissansa									Le	esso	ns								
Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Presentat	ion of Knowledge and	d Ide	eas																	
STD SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							✓												✓
STD SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.																			
STD SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language Standards 1 and 3 for specific expectations.)							√												✓
Languag	je Standards																			
	ons of Standard Englis	sh																		
STD L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							√								√			✓	√
STD L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						✓			✓						√				
STD L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.																			
STD L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.		√		✓											✓				

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.5.1d	Recognize and correct inappropriate shifts in verb tense.		✓		✓											✓				
STD L.5.1e	Use correlative conjunctions (e.g., either/ or, neither/nor).											✓			✓	✓				
STD L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															✓			✓	
STD L.5.2a	Use punctuation to separate items in a series.																			
STD L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.																			
STD L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).																			
STD L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.								✓		✓								✓	
STD L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.						✓			√	✓	√			✓	√			✓	
Knowledg	je of Language																			
STD L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	√	✓	✓	✓	✓	✓	✓	✓	✓	✓	√	✓	✓	√	√	✓	✓
STD L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.												✓	✓			√	✓		

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Unit 6: The	Renaissance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.																✓			
Vocabula	ry Acquisition and Us	e																		
STD L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	√		✓	✓	✓	√		√	✓	✓	√	√		
STD L.5.4a	Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓		✓									✓	✓					
STD L.5.4b	Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	√	✓		√		√			√		√			√	√				
STD L.5.4c	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.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				√	✓								✓	√					
STD L.5.5a	Interpret figurative language, including similes and metaphors, in context.					✓		√		√				√	√					
STD L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.				✓									✓	✓					

Unit 6: The Renaissance		Lessons																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					✓	✓			✓	✓	√	✓	✓	✓					
STD L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	√	✓	✓	✓	✓	✓	✓		