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

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

Unit 7. The D	Reformation					Less	sons				
Unit 7: The Reformation		1	2	3	4	5	6	7	8	9	10
Core Cont	ent Objectives										
	Gutenberg as the inventor of a machine that used to improve the printing process	✓									
Explain why Gu	tenberg's invention of a printing press was important	✓	✓								
	wer and influence of the Catholic Church during the d the Renaissance movement			✓	✓						
Describe some the Middle Age Renaissance mo				✓	✓						
Identify Martin the Catholic Ch	Luther as an important person who set out to reform urch			✓	✓						
Explain how Ma Reformation	rtin Luther's Ninety-Five Theses helped spark the					✓	✓				
Describe the eff the Catholic Church	orts of Martin Luther, John Calvin, and others to reform					√	√				
Explain how the geocentric model of the universe differs from the heliocentric model								✓	✓		
Kepler, and Gali	e scientific theories of Nicolaus Copernicus, Johannes leo ed the views of the Church during the Reformation							✓	✓		
Describe the res Copernicus, Kep Galileo	sponse of the Church to the views presented by oler, and							✓	✓		
Identify Ignatius	s of Loyola as an important Catholic reformer									✓	
Describe how the Reformation mo	ne Catholic Church responded to the Protestant overnent									✓	
Describe the im on Europe	pact of both the Protestant and Catholic Reformations									✓	
Reading S	tandards for Literature										
Key Ideas ar	nd Details										
STD RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		✓								
STD RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		✓								

Unit 7: The F	Poformation					Less	ons						
Unit 7: The F	Reformation	1	2	3	4	5	6	7	8	9	10		
STD RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		✓										
Craft and S	tructure												
STD RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		✓										
STD RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.												
STD RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.												
Integration	of Knowledge and Ideas												
STD RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).												
STD RL.5.8	(Not applicable to literature)												
STD RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.												
Range of R	eading and Level of Text Complexity												
STD RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.		√										
Reading S	Standards for Informational Text												
Key Ideas a													
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.	√		√		√	√	✓	✓	√	✓		

Unit 7: The Reformation						Less	sons				
Unit 7: The K	etormation	1	2	3	4	5	6	7	8	9	10
Craft and St	ructure										
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	of Knowledge and Ideas										
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.		✓	✓	✓		✓	✓	√		
Range of Re	eading and Level of Text Complexity										
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 S	tandards for Foundational Skills										
Phonics and	d 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.										

Heit 7. The D) of a war ation					Less	sons				
Unit 7: The R	eiormation	1	2	3	4	5	6	7	8	9	10
STD RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			✓	✓	✓	✓	✓	✓	✓	✓
Writing St	tandards										
Text Types	and Purposes: Opinion										
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 Types	and Purposes: Informative/Explanatory							,			
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.					✓			✓	✓	✓
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	and Purposes: Narrative										
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.										

Unit 7: The Reformation			Lessons											
Unit 7: The F	Reformation	1	2	3	4	5	6	7	8	9	10			
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.													
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.													
Production	and Distribution of Writing													
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 Knowledge													
STD W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.							✓	✓	✓				
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]").			✓	✓	✓								

Unit 7. The D) of a war at i a re					Less	sons				
Unit 7: The R	erormation	1	2	3	4	5	6	7	8	9	10
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.			√	√	√		√	√	√	
Speaking	and Listening Standards										
Compreher	nsion and Collaboration										
STD SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, 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.						✓	✓			
Presentatio	on of Knowledge and Ideas			<u>'</u>	,	,					
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.)	√				√	√	√			

Unit 7. The D	oformation					Less	sons				
Unit 7: The R	eformation	1	2	3	4	5	6	7	8	9	10
Language	Standards										
Convention	s of Standard English										
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.				✓						✓
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.					✓				✓	✓
Knowledge	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.					√		✓	√		
STD L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		✓		✓	✓					
Vocabulary	Acquisition and Use										
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.	√	√	√	√	√	✓	√	√	√	✓

III. is a The F	N. F					Les	sons				
Unit 7: The F	terormation	1	2	3	4	5	6	7	8	9	10
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.	✓	✓		✓	✓			✓		
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).	✓	√	✓	✓	✓	√	✓	√	✓	✓
CKLA Obj	ectives										
CKLA	Identify and correctly use subject-verb agreement in sentences				✓						✓