

## 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).

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Unit 4: The Renaissance		Lessons																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Explain how the Renaissance movement affected women, fashion, and family life											✓	✓								
Describe the cultural norms set for women during the Renaissance movement											✓	✓								
Identify ways some women challenged the cultural norms for women during the Renaissance movement											✓	✓								
Explain how the Renaissance movement impacted artists in northern Europe													✓							
Describe the depictions found in the paintings of artists from northern Europe													✓							
Identify Cervantes and Shakespeare as important writers from the Renaissance period														✓	✓					
Explain how Cervantes and Shakespeare embody the ideals of the Renaissance movement														✓						
Explain the meaning of famous Shakespearean lines															✓					
Reading Standards for Informational Text																				
Key Ideas 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.	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓				

Unit 4: The Renaissance		Lessons																		
		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 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.	✓											✓	✓			✓	✓		✓

Unit 4: The Renaissance		Lessons																		
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Range of Reading 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 Standards for Foundational Skills																				
Phonics and 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.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		

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Writing Standards																					
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., <i>consequently</i> , <i>specifically</i> ).																				
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.			✓		✓			✓		✓		✓	✓		✓	✓	✓			

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		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.																			
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.								✓		✓		✓	✓			✓	✓	✓	✓

Unit 4: The Renaissance		Lessons																		
		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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Presentation of Knowledge and Ideas																					
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.)							✓												✓	
Language Standards																					
Conventions 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>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.																				
STD L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.		✓		✓											✓					

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

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		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.																✓				
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.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓			
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., <i>photograph</i> , <i>photosynthesis</i> ).	✓	✓		✓		✓		✓			✓			✓	✓					
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.				✓									✓	✓						

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