

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 6: The Reformation		Lessons									
		1	2	3	4	5	6	7	8	9	10
Core Content Objectives											
Identify Johann Gutenberg as the inventor of a machine that used moveable type to improve the printing process	✓										
Explain why Gutenberg's invention of a printing press was important	✓	✓									
Describe the power and influence of the Catholic Church during the Middle Ages and the Renaissance movement			✓	✓							
Describe some of the corrupt practices of the Catholic Church during the Middle Ages and the Renaissance movement			✓	✓							
Identify Martin Luther as an important person who set out to reform the Catholic Church			✓	✓							
Explain how Martin Luther's Ninety-Five Theses helped spark the Reformation					✓	✓					
Describe the efforts of Martin Luther, John Calvin, and others to reform the Catholic Church					✓	✓					
Explain how the geocentric model of the universe differs from the heliocentric model								✓	✓		
Explain how the scientific theories of Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei challenged the views of the Church during the Reformation								✓	✓		
Describe the response of the Church to the views presented by Copernicus, Kepler, and Galileo								✓	✓		
Identify Ignatius of Loyola as an important Catholic reformer										✓	
Describe how the Catholic Church responded to the Protestant Reformation movement										✓	
Describe the impact of both the Protestant and Catholic Reformations on Europe										✓	
Reading Standards for Literature											
Key Ideas and 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.		✓								

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		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 Structure											
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 Reading 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 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.	✓		✓		✓	✓	✓	✓	✓	✓

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		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]”).			✓	✓	✓					

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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											
Comprehension 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.						✓	✓			
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.)	✓				✓	✓	✓			

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		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., <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.	✓	✓		✓	✓			✓		
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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Objectives											
CKLA	Identify and correctly use subject-verb agreement in sentences				✓						✓