

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

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

Unit 8: Native Americans	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Core Content Objectives															
Describe what life was like for Native American tribes before the arrival of Europeans	✓														
Describe the effect of European settlement on Native Americans	✓														
Explain how Native American and European ideas of land ownership differed from one another		✓													
Describe the lives of Native American tribes living in the Great Plains, Great Basin, and Northwest Plateau in the early 1800s		✓													
Describe the lives of Native Americans in the Great Plains in the 1800s			✓												
Explain that stories told by Native Americans often reflect important values or customs of their culture or way of life			✓												
Describe the details of daily life, including housing, food sources, and transportation, of Native Americans who lived in what is now California				✓	✓										
Explain how the arrival of explorers, miners, missionaries, and settlers affected Native Americans living in what is now California				✓	✓										
Describe the habitat of the Pacific Northwest as a temperate rainforest with an abundance of wildlife and vegetation						✓									
Explain how Pacific Northwest tribes' deep connection to their environment was reflected in their culture						✓									
Describe the religion and important ceremonies that were part of the culture of Pacific Northwest tribes						✓									
Describe and give examples of ways that Native American myths express cultural values, as well as describe natural events							✓								
Explain why Europeans immigrated to the New World and moved west								✓	✓						
Explain how Native Americans' and pioneers' ideas of land ownership differed and how this led to conflict								✓	✓						
Explain the reasons for and the effect of U.S. government policies, such as the Homestead Act and the Indian Appropriations Acts of 1851 and 1871								✓	✓						

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Describe the conditions for Native Americans at “Indian boarding schools” like the Carlisle School										✓					
Explain how and why Richard Henry Pratt and Luther Standing Bear held different opinions about Native American “assimilation through education”										✓					
Explain the significance of the Battle of the Little Bighorn in the conflicts between the U.S. government and Native Americans											✓	✓			
Identify the leaders in the Battle of the Little Bighorn and explain their importance											✓	✓			
Describe the consequences of the Battle of the Little Bighorn for the Lakota tribe											✓	✓			
Explain how Native Americans’ cultural identity is tied to the land on which they live													✓		
Explain the effect the Dawes Act had on Native Americans													✓		
Explain the significance of the Ghost Dance to Lakota culture														✓	
Describe how the U.S. government responded to the Lakota people’s reconnection with their past														✓	
Explain the significance of the Wounded Knee Massacre to Native American culture in the United States														✓	

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.															✓
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).										✓					

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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.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
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.												✓	✓		✓

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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.					✓		✓				✓		✓	✓	

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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.					✓		✓			✓		✓	✓		

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.	✓						✓						✓		

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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.)															
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.		✓		✓											✓
STD L.5.1d	Recognize and correct inappropriate shifts in verb tense.		✓		✓											✓
STD L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).															
STD L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							✓	✓		✓		✓	✓		✓

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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 <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>).											✓				✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓		✓	✓	✓		✓	✓			✓	✓	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	Use common, grade-appropriate roots and affixes as clues to the meaning of a word		✓		✓							✓			✓	✓