

# 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 9: Native Americans	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Core Content Objectives</b>															
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

<b>STD RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			✓												✓
<b>STD RL.5.2</b>	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.									✓						✓
<b>STD RL.5.3</b>	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).									✓						





Unit 9: Native Americans		Lessons															
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<b>Reading Standards for Foundational Skills</b>																	
<b>Phonics and Word Recognition</b>																	
<b>STD RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
<b>STD RF.5.3a</b>	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.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
<b>Fluency</b>																	
<b>STD RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
<b>STD RF.5.4a</b>	Read grade-level text with purpose and understanding.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
<b>STD RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.																
<b>STD RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
<b>Writing Standards</b>																	
<b>Text Types and Purposes: Opinion</b>																	
<b>STD W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓	✓	✓			✓			✓		✓	✓		✓
<b>STD W.5.1a</b>	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.								✓			✓		✓	✓		✓
<b>STD W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.								✓			✓		✓	✓		✓
<b>STD W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).								✓			✓		✓	✓		✓
<b>STD W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.													✓	✓		✓



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<b>Production and Distribution of Writing</b>																
<b>STD W.5.4</b>	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.)							✓				✓		✓	✓	✓
<b>STD W.5.5</b>	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.)		✓	✓	✓	✓		✓				✓		✓	✓	
<b>STD W.5.6</b>	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.															
<b>Research to Build and Present Knowledge</b>																
<b>STD W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					✓		✓				✓		✓	✓	
<b>STD W.5.8</b>	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.					✓		✓				✓		✓	✓	
<b>STD W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.					✓		✓				✓		✓	✓	

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD W.5.9a</b>	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]”).															
<b>STD W.5.9b</b>	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]”).					✓										
<b>STD W.5.10</b>	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

<b>STD SL.5.1</b>	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD SL.5.1a</b>	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.		✓	✓	✓		✓		✓		✓	✓			✓	
<b>STD SL.5.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.															
<b>STD SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	
<b>STD SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓						✓						✓		

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.															
<b>Presentation of Knowledge and Ideas</b>																
<b>STD SL.5.4</b>	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.															
<b>STD SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.															
<b>STD SL.5.6</b>	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.)															
<b>Language Standards</b>																
<b>Conventions of Standard English</b>																
<b>STD L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															
<b>STD L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.															
<b>STD L.5.1b</b>	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.															
<b>STD L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.		✓		✓											✓
<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.							✓	✓		✓		✓	✓		✓

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<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.															
<b>STD L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.															
<b>Vocabulary Acquisition and Use</b>																
<b>STD L.5.4</b>	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.5.4a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓					✓						✓			✓
<b>STD L.5.4b</b>	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> ).						✓			✓						
<b>STD L.5.4c</b>	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
<b>STD L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓					✓			✓			✓			
<b>STD L.5.5a</b>	Interpret figurative language, including similes and metaphors, in context.	✓				✓	✓			✓						
<b>STD L.5.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.															
<b>STD L.5.5c</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			✓	✓	✓	✓	✓	✓	✓					✓	
<b>STD L.5.6</b>	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> ).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>CKLA Objectives</b>																
<b>CKLA</b>	Use common, grade-appropriate roots and affixes as clues to the meaning of a word		✓		✓							✓			✓	✓