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

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

Unit 2: Early American Civilizations	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lessons															
Core Content Objectives															
Describe the key components of a civilization	✓														
Identify present-day southern Mexico and parts of Central America (also called Mesoamerica) as the location of ancient Maya city-states	✓														
Identify present-day central Mexico as the location of the ancient Aztec Empire	✓														
Identify the Andes Mountains as the center of the ancient Inca Empire, an empire that stretched along the Pacific coast of South America	✓														
Explain that the Maya lived in separate city-states spread across eastern Mesoamerica		✓	✓												
Explain that Maya kings ruled from population centers that included pyramid-temple complexes		✓	✓												
Describe the ways the Maya adapted to the diverse landscape and used the land's resources to meet their needs		✓	✓												
Explain that the Maya developed a hieroglyphic writing system				✓											
Describe the ways in which the Maya used their advanced number system				✓											
Explain that the Maya civilization gradually ended between 800 and 900 CE				✓											
Explain that Maya creation myths have been passed down from one generation to the next					✓	✓									
Explain that Maya creation myths tell of multiple attempts by the gods to create people					✓	✓									
Describe the successful creation of the world according to the Maya creation myths					✓	✓									
Explain that the center of the Aztec Empire in the 1300s and 1400s CE was located in Tenochtitlán, present-day Mexico City							✓	✓							
Explain that people of all social classes lived in Tenochtitlán, a well-planned city with causeways, aqueducts, and marketplaces							✓	✓							
Explain that the Aztec believed gods and goddesses controlled all aspects of Aztec life, and that the Aztec made sacrifices to the gods in exchange for the gods' daily gifts							✓	✓							

Unit 2: Early American Civilizations	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Explain that the Aztec expanded their empire by constantly waging war against neighboring city-states									✓						
Explain that Aztec rulers collected taxes, or tribute									✓						
Describe the end of the Aztec Empire and identify Hernán Cortés as the Spanish leader responsible for its demise									✓						
Explain that the Inca Empire developed in Peru at the same time the Aztec Empire developed in Mexico										✓	✓				
Explain that the Inca paid goods and work taxes to the Sapa Inca in exchange for food, shelter, and healthcare										✓	✓				
Describe the advanced road system the Inca developed										✓	✓				
Explain that Cuzco was the capital city and, in many ways, the center of the Inca Empire												✓			
Explain that the Inca created mortar-free stone structures that are still standing today												✓			
Describe the end of the Inca Empire in 1532 CE and identify Francisco Pizarro as the Spanish leader responsible for its demise												✓			
Explain that the creation myths of both the Aztec and the Inca include multiple attempts to create perfect people													✓	✓	
Explain how in both the Aztec and Inca myths the people followed the guidance of their gods in searching for a homeland													✓	✓	

Reading Standards for Literature

Key Ideas and Details

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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).					✓	✓							✓	✓	

Unit 2: Early American Civilizations		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.							✓	✓	✓						✓

Unit 2: Early American Civilizations		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.															
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.		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓

Unit 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			✓		✓		✓			✓		✓	✓		✓

Unit 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.															
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.															

Unit 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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.															

Unit 2: Early American Civilizations		Lessons															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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 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.															

Unit 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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., *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.			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	

Unit 2: Early American Civilizations		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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 Objectives																
CKLA	Identify and correct sentence fragments and run-on sentences; produce simple and complex sentences				✓									✓		✓
CKLA	Identify subjects and predicates in sentences		✓		✓							✓		✓	✓	✓
CKLA	Use linking words, phrases, and clauses appropriately in sentences						✓			✓				✓		✓
CKLA	Identify and correctly use action and linking verbs in sentences											✓			✓	✓