

Standards

Unit Title: Developing Characters' Relationships	Estimated Time Frame: 15 days
<p>Essential Standards: RF.5.3, RL.5.1, RL.5.3, RL.5.5, RL.5.7, RL.5.10, C.5.1, L.5.1, L.5.3, L.5.4, L.5.5 Supporting Standards: RF.5.4 Assessment: FCPS Unit 2 Assessment End of Unit Common Assessed Standards: RL.5.1, RL.5.3, RL.5.7 *All essential standards will be assessed by the end of the year.</p>	
Pacing Guide and Frameworks	Additional Supporting Links
Pacing Guide Launch Unit Unit 1: Life Science Unit 2: Character Matters Unit 3: Government and Citizenship Unit 4: Perspectives in Literature Unit 5: Technology and Society Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography Unit 8: Earth Science Unit 9: Economics Unit 10: Physical Science	Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FCPS Achievement & Trauma Informed Strategies in the Classroom Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher
Big Ideas	
<ul style="list-style-type: none"> Realistic fiction is a genre of literature in which authors create characters who could exist in real life, flaws and all, as well as plots that could actually happen. Authors use their craft to communicate a character's traits to readers, and how these traits are valued. Certain character traits, such as bravery and inquisitiveness, are valued across much of literature. Characters in stories can teach readers real-life problem-solving and relationship skills. 	
Essential Question(s)	Literacy Practices
<ul style="list-style-type: none"> Why do we value certain qualities in people? 	<ol style="list-style-type: none"> Recognize that text is anything that communicates a message. Employ, develop, and refine schema to understand and create text.

		<ol style="list-style-type: none"> 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline-specific literacy practices. 9. Apply high-level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
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KAS Standards Prerequisite Skills	Samples of Learning Intentions/ Samples of Success Criteria	Considerations/Common Misconceptions ! Indicates a misalignment to Kentucky Academic Standards. ◆ Indicates a consideration for planning and instruction.
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify and apply letter-sound correspondences - Decode unfamiliar multisyllabic words correctly - Recognize and use syllabication patterns to break down longer words into manageable parts for easier reading. - Analyze word parts (prefixes, suffixes, 	<p>Learning Intention: We are learning to accurately decode unfamiliar multisyllabic words by applying letter-sound correspondences.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can decode unfamiliar multisyllabic words by applying knowledge of letter-sound correspondences and syllabication patterns. <p>Learning Intention: We are learning to identify and use appropriate syllabication patterns to read complex words fluently.</p> <p>Success Criteria:</p>	<p>Considerations/Common Misconceptions:</p> <p>! Follow the Benchmark Phonics Scope and Sequence.</p> <p>◆ Teaching students to break down multisyllabic words into manageable chunks can help them decode more efficiently. This requires explicit instruction and practice.</p> <p>◆ Remember that foundational skills instruction can and should be differentiated, and this can best be done in small groups.</p>

<p>and root words) to help determine the meaning of unfamiliar words.</p>	<ul style="list-style-type: none"> I can correctly divide multisyllabic words into syllables, identifying the number of syllables and recognizing syllable types (open, closed, etc.). <p>Learning Intention: We are learning to analyze the morphology of words, including root words, prefixes, and suffixes, to determine their meanings and pronunciations.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify and analyze the root words, prefixes, and suffixes in multisyllabic words, explaining how these components contribute to the overall meaning of the word. I can apply their understanding of phonics rules to read and pronounce new words with accuracy and fluency. 	
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify key details and examples in a text Explain what the text explicitly states Make logical inferences based on details and examples from the text Use commas and quotation marks to show direct speech or quotes of a text 	<p>Learning Intention: We are learning to accurately quote explicit details in a story to explain its meaning.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can accurately quote directly from the story. I can identify and explain explicit details and facts from the story. <p>Learning Intention: We are learning to draw inferences from the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use explicit details to draw inferences from the story. I can explain logical inferences using 	<p>Considerations/Common Misconceptions:</p> <p>! Benchmark does not teach the terms implicit and explicit. They must be intentionally taught.</p> <p>◆ New learning is quote accurately; however, Benchmark does not include quoting in this unit.</p> <p>◆ Encourage students to consider the context of the text, including the author's purpose and the cultural background, which can enhance their ability to interpret and infer meaning.</p> <p>◆ C.5.6: summarize or paraphrase applicable information in notes is embedded throughout the unit.</p>

	textual evidence.	
<p>RL.5.3 Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Define analyze and interaction - Describe characters traits, motivations, feelings, words, thoughts and actions - Understand what a character is and the role the character(s) plays in the text - Identify the setting(s), including time, place, and context - Understand plot development and key events in a story - Analyze how characters respond to events and how those interactions influence the story 	<p>Learning Intention: We are learning to use specific details in a story to compare and contrast characters.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can compare/contrast characters in a story or drama. • I can analyze the relationships between characters and how these relationships affect the plot and character development. • I can explain how their similarities/differences impact their interactions throughout the story. • I can analyze how a character changes from the beginning of a story to the end. • I can explain how the changes in the character impacts the story. <p>Learning Intention: We are learning to use specific details in a story to compare and contrast settings.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify changes in the setting throughout a story or drama. • I can compare and contrast different settings within the story, noting their similarities and differences. • I can discuss how the setting influences the characters' actions and decisions throughout the story. • I can explain how the different settings can influence the events of a story. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ Benchmark lesson topic from RL.5.3 in Unit 2 includes compare and contrast characters. ◆ C.5.6: summarize or paraphrase applicable information in notes is embedded throughout the unit.

	<p>Learning Intention: We are learning to use specific details in a story to compare and contrast events.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can analyze how the events impact the rise and fall of the plot. • I can compare and contrast key events in the story or drama and explain how they are similar or different. • I can analyze how the events interact with the characters and settings • I can explain how the events further the plot of the story or drama. <p>Learning Intention: We are learning to analyze how the characters, events and settings interact and influence each other over the course of the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can analyze the similarities and differences in characters, setting, and/or events to show how they interact over the course of the story. 	
<p>RL.5.5 Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Understand plot, setting, character development, and theme - Understand and identify concepts found in poetry (i.e. stanza, rhyme, rhythm, and alliteration) 	<p>Learning Intention: We are learning to analyze and explain the structure of 2 or more poems, stories and/or dramas.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can accurately identify elements of linear, nonlinear and circular structure in a poem, story and/or drama. • I can identify key structural elements in various poems, such as exposition, rising action, climax, falling action, and 	<p>Considerations/Common Misconceptions:</p> <p>! Benchmark does not teach the terms “linear,” “non-linear,” or “circular.” Teachers must modify lessons to intentionally teach these terms.</p> <p>! Benchmark only teaches linear structure. Teachers need to supplement stories, poems and dramas to teach non-linear and circular.</p> <p>! Benchmark does not analyze two texts. Teachers must create opportunities for students to compare two texts.</p>

<ul style="list-style-type: none"> - Understand and identify concepts found in drama (i.e. casts, characters, setting, dialogue, and stage directions) - Explain the differences between poetry, drama, and short stories - Define linear (chronological), nonlinear (flashbacks, foreshadowing), and circular (where the story ends where it began) 	<p>resolution.</p> <ul style="list-style-type: none"> ● I can compare and contrast the structures of two or more poems, stories and/or drama. ● I can analyze and explain how the chosen structure influences the meaning, tone, and emotional impact of the poems, stories and/or drama. 	<p>◆ Some students may confuse the overall structure of a text with its plot. It's essential to clarify that structure refers to how the story is organized, while the plot refers to the sequence of events.</p> <p>◆ Analyzing text structure can be any combination of texts. The learning intention and success criteria should be adjusted accordingly-</p> <p>Poem to poem Poem to story Poem to drama Story to story Story to drama Drama to drama Poem to story to drama</p> <p>◆ Pairs well with RL.5.9. ◆ C.5.6: summarize or paraphrase applicable information in notes is embedded throughout the unit.</p>
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Identify multimedia/non-print elements - Explain connection between text & visuals - Explain how illustrations contribute to text 	<p>Learning Intention: We are learning to analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify and describe the visual and multimedia elements (such as images, videos, colors, and layouts) present in a non-print text. ● I can identify and explain the tone of a non-print text. ● I can provide specific examples from the non-print text that illustrate how the visual and multimedia elements contribute to its message. 	<p>Considerations/Common Misconceptions:</p> <p>◆ While the standard focuses specifically on non-print texts, it can be beneficial to include a success criterion that relates non-print text to print text.</p> <p>◆ Use a variety of non-print texts, such as advertisements, graphic novels, videos, and infographics, to expose students to different visual and multimedia elements.</p> <p>◆ Students may confuse meaning with tone, thinking they are the same. It's essential to clarify that meaning refers to the message conveyed, while tone refers to the attitude expressed.</p>

	<ul style="list-style-type: none"> • I can analyze and explain how the visual and multimedia elements contribute meaning or tone to the non-print text. • I can relate how visual and multimedia elements relate to how print texts achieve similar meaning or tone. 	<p>◆ C.5.6: summarize or paraphrase applicable information in notes is embedded throughout the unit.</p>
<p>RL.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Decoding Skills - Familiarity with Grade-Level Vocabulary - Introduced to a variety of comprehension strategies, such as questioning, summarizing, and inferring 	<p>Learning Intention: We are learning to use various comprehension strategies to independently read and analyze complex literary texts.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify when they do not understand a part of the story and use appropriate strategies to clarify their understanding. • I can make inferences based on details in the story and support their conclusions with evidence. • I can use prior knowledge to connect to the new information in the story. • I can read out loud to check my understanding. • I can distinguish when to use different comprehension strategies while I read. 	<p>Considerations/Common Misconceptions:</p> <p>◆ Strategies being taught in unit 2 are drawing inferences, making connections, and read out loud to support comprehension.</p> <p>◆ Teach students to think about their thinking (metacognition) by having them reflect on which strategies they used and how effective they were in enhancing their comprehension. Some students may not recognize when they do not understand a portion of the text.</p> <p>◆ Pairs well with supporting standard RI.5.5 and (RI.5.3)</p> <p>◆ Integrate social studies standards 5.I.UE.2 and 5.I.CC.2.</p>
<p>C.5.1 Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	<p>Learning Intention: We are learning to compose opinion pieces on topics or texts, using writing and digital resources to support their perspective with clear reasons and information.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify the purpose and audience for my writing. • I can logically group ideas to support my purpose. 	<p>Considerations/Common Misconceptions:</p> <p>◆ While we have identified C.5.1 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing.</p>

<p>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.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Understand what informative and explanatory texts are, including their purposes and typical structures - Produce clear & coherent writing with development and organization appropriate to task, purpose & audience - Introduce topic or text clearly - Group related ideas and reasons to support my task, purpose, and audience - Provide a concluding section - Use transitions 	<ul style="list-style-type: none"> • I can create an organizational structure that logically groups their ideas and supports their purpose. • I can write a topic sentence that restates the prompt. • I can organize my writing into Reason 1, Reason 2 and Reason 3 to support my topic. • I can provide facts and details (evidence) from multiple resources to support my reasons. • I can provide a concluding section that restates my opinion and reasoning on the topic. • I can use a rubric to analyze my writing. 	<ul style="list-style-type: none"> ◆ Collect examples of opinion pieces written by students from prior years so that students can see exemplars written by students their age. ◆ Create checklists and/or utilize rubrics** for editing and revising, integrating C.5.1 with L.5.1 and L.5.2. ◆ Consider integrating with RI.5.8 and RI.5.7 to serve as mentor texts of this genre and to support the reading-writing connection (grouping related information, formatting, illustrations & multimedia). ◆ Teach students to give specific, useful, and respectful feedback during peer conferencing. ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units.
<p>L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</p>	<p>Learning Intention: We are learning to demonstrate command of English grammar and usage.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use perfect verb tenses (past perfect, present perfect, and future perfect) • I can use verb tenses to show times, sequences, states, and conditions. • I can recognize and correct inappropriate shifts in verb tense. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units. ◆ Students may not clearly understand the differences between conjunctions and prepositions, which can lead to incorrect usage.

<p>e. Use correlative conjunctions.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Using relative pronouns and relative adverbs - Use progressive verb tenses and modal auxiliaries to show conditions - Use multiple adjectives in the conventional order (quantity, opinion, size, age, shape, color, purpose or qualifier, and noun.) - Use prepositional phrases - Use frequently confused words (two/to/too, there/their/they're) - Recognize and correct inappropriate fragments and run-ons 	<ul style="list-style-type: none"> ● I can write complete sentences that use the correct verb tense. 	
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Familiarity with Language and language conventions - Ability to Expand and Combine Sentences - Experience with formal and informal discourse patterns, including dialects, slang, and various registers 	<p>Learning Intention: We are learning to use their understanding of language rules to write and speak clearly, and to read and listen for different styles and forms of English.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can recognize and describe different varieties of English, such as dialects, slang, and formal versus informal language. ● I can compare and contrast how language is used in different texts, including stories, dramas, and poems. ● I can read and listen to a variety of texts and identify the different styles and forms of English used by the authors. ● I can explain why certain language choices are effective in conveying meaning or emotion in a text. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units. ◆ Teach students to consider their audience when choosing language and style. There is a time and a place for formal and informal discourse.

<p>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 an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Use definitions and examples as context clues - Define the meaning of root word and affix & determine new words - Exposure to greek & latin roots 	<p>Learning Intention: We are learning to use context clues to understand new words and see how Greek and Latin root words and affixes help us create and understand different words.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use context clues to determine the meaning of a word or phrase. 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units. ◆ Pairs well with RI.5.3 and RI.5.5
<p>L.5.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>Prerequisite Skills:</p> <ul style="list-style-type: none"> - Basic understanding of figurative language 	<p>Learning Intention: We are learning to demonstrate the understanding and use of figurative language while also recognizing synonyms and antonyms to enhance their writing and speaking.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify examples of similes, metaphors, and other figurative language in texts and explain their meanings. • I can interpret the meaning of figurative language in context, explaining how it 	<p>Considerations/Common Misconceptions:</p> <ul style="list-style-type: none"> ◆ The bold print in the standard indicate strategies being taught in unit 2. Remaining areas will be addressed in the other units. ◆ Figurative language can be culturally specific consider students' cultural background and multi-language learners level of understanding with nonliteral language. It's important to clarify that figurative language conveys meanings beyond the literal interpretation.

<ul style="list-style-type: none">- Identify and describe alliteration, idioms, hyperboles, similes and metaphors, and how they differ from literal language- Know the difference between literal and non-literal language and explain when and how the author uses literal and nonliteral language- Know the meanings of synonyms and antonyms and how they relate to word meanings	<ul style="list-style-type: none">• enhances the text.• I can demonstrate understanding by incorporating figurative language into my own writing to enhance my descriptions and storytelling.	
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Supporting Standards (connected essentials)

- **RF.5.4 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.**
 - a. Read grade-level text with purpose and understanding.
 - b. Fluently read grade-level prose and poetry orally on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**KY Senate Bill 167 outlines: *Beginning in the 2025-2026 school year, cursive writing shall be included as a course of study in all elementary schools and shall be designed to ensure proficiency in cursive writing by the end of grade five (5).* KAS for handwriting exist in grades 2 and 3; however, continual learning and practice must occur in the 4th and 5th grade to ensure proficiency by the end of grade 5. Benchmark provides this [Cursive Practice Pages Packet](#) for you to print and use with your students.