| FCPS Unit 3 Standards | Units 5 & 6 Benchmark Advance Resources | Spiral Opportunities |
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| RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. | Supports all RL/RI and L Essential Standards | |
| 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. | Supports all RL/RI and Essential Standards | |
| RL.5.1/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Supports all RL/RI and Essential Standards | |
| RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. | Unit 5 Week 2 Lesson 4: pp. 60-61  Unit 5 Week 2 Lesson 10: pp. 72-73  Unit 5 Week 2 Lesson 12: pp. 76-77  Unit 6 Week 1 Lesson 2: pp. 136-137  Unit 6 Week 1 Lesson 10: pp. 152-153  Unit 6 Week 1 Lesson 12: pp. 156-157  Unit 6 Week 1 Lesson 13: pp. 158-159  Unit 6 Week 2 Lesson 1: pp. 168-169  Unit 6 Week 2 Lesson 10: pp. 186-187  Unit 6 Week 2 Lesson 12: pp. 190-191  Unit 6 Week 3 Lesson 1: pp. 200-201  Unit 6 Week 3 Lesson 7: pp. 212-213  Unit 6 Week 3 Lesson 9: pp. 216-217 | Unit 4 Week 2 Lesson 12: pp. 190-191  Unit 4 Week 3 Lesson 9: pp. 216-217  Unit 7 Week 3 Lesson 7: pp. 98-99  Unit 8 Week 2 Lesson 12: pp. 190-191  Unit 8 Week 3 Lesson 12: pp. 222-223 |
| RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. | * RI.5.3 - Exploring the main ideas of a text helps students recognize important connections among information, events, or concepts in informational text. This process allows students to link these central ideas to the interactions in the text, helping them explain how different elements are related and contribute to a deeper understanding of the subject. * RI.5.5 - By looking at how central ideas are shown and expanded in the text, students can see similarities and differences in how different informational texts are organized. This helps students understand the structural elements that influence how central ideas are presented, allowing them to compare and contrast how texts are structured to communicate information clearly. * RI.5.9 - By examining how central ideas are conveyed and developed in individual texts, students can identify commonalities and differences in the presentation of information. | |
| 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. | Compare and Contrast Two or More Characters  Unit 6 Week 1 Lesson 7: pp. 146-147  Unit 6 Week 2 Lesson 8: pp. 182-183  Unit 6 Week 3 Lesson 4: pp. 206-207 | Contrast Two or More Characters  Unit 2 Week 1 Lesson 7: pp. 146-147  Compare and Contrast Two or More Characters  Unit 2 Week 2 Lesson 8: pp. 182-183  Unit 8 Week 1 Lesson 7: pp. 146-147  Unit 8 Week 2 Lesson 8: pp. 182-183 |
| RI.5.3 Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text. | Unit 5 Week 1 Lesson 12: pp. 42-43  Unit 5 Week 3 Lesson 4: pp. 92-93 | Unit 1 Week 1 Lesson 7: pp. 32-33  Unit 1 Week 2 Lesson 10: pp. 72-73  Unit 3 Week 1 Lesson 4: pp. 26-27  Unit 3 Week 2 Lesson 8: pp. 68-69  Unit 3 Week 3 Lesson 4: pp. 92-93  Unit 10 Week 1 Lesson 4: pp. 140-141  Unit 10 Week 1 Lesson 12: pp. 156-157  Unit 10 Week 2 Lesson 10: pp. 186-187  Unit 10 Week 3 Lesson 4: pp. 206-207 |
| RL.5.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. | * RL.5.2 - When students grasp the details of language and literary devices, they can explore the themes of the text more deeply and recognize how these themes are shown in different types of literature. | |
| RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning. | * RI.5.3 - By understanding the meanings of key terms and phrases, students can accurately interpret and discuss the connections within the text. * RI.5.5 - When students have a clear understanding of the specific vocabulary used in the text, they can more effectively identify similarities and differences in how events, ideas, and concepts are organized and presented. * RI.5.9 - When students can accurately define and analyze specific vocabulary related to the topic, they can effectively extract relevant information from different texts. This process helps students integrate information from multiple sources cohesively, as they can identify and comprehend the shared terminology and concepts present in the texts. | |
| 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. | Unit 5 Week 1 Lesson 7: pp. 32-33 (Poem) | Unit 2 Week 3 Lesson 9: pp. 216-217 (Novel)  Unit 4 Week 1 Lesson 12: pp. 156-157 (Story)  Unit 4 Week 2 Lesson 8: pp. 182-183 (Story)  Unit 8 Week 2 Lesson 5: pp. 176-177 (Poem) |
| RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. | Unit 5 Week 3 Lesson 7 | Compare the Overall Structure in Two or More Texts.  Unit 3 Week 1 Lesson 13: pp. 44-45  Contrast the Overall Structure in Two or More Texts  Unit 7 Week 1 Lesson 13: pp. 44-45  Compare and Contrast the Overall Structure in Two or More Texts  Unit 3 Week 2 Lesson 12: pp. 76-77  Unit 7 Week 2 Lesson 8: pp. 68-69 |
| RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. | * RI.5.3 - By examining varying accounts of the same subject, students can identify how different portrayals impact the understanding of relationships and interactions within the text. This analysis encourages students to consider multiple viewpoints and interpretations, thereby enhancing their ability to explain the complex connections between individuals, events, ideas, or concepts presented in nonfiction texts. * RI.5.5 - By examining how different accounts present and organize details, students can identify patterns and variations in how the information is structured. * RI.5.9 - By analyzing diverse accounts of the event or topic, students can gather insights from different sources and synthesize information cohesively. This comparison helps students combine details from various texts, allowing them to merge and connect ideas from different sources to develop a comprehensive understanding of the topic. | |
| RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. | * RL.5.2 - Visual and multimedia elements support the analysis of themes by adding more depth and context to the text. They help evoke emotions, provide visual representations of abstract ideas, and offer a different viewpoint on the story. * RL.5.3 - These elements can help students visualize the differences and similarities between characters, settings, and events, making comparisons more tangible and memorable. Visual aids can highlight key details, emphasize contrasts, and showcase relationships, aiding students in analyzing and contrasting various elements within the narrative effectively. * RL.5.5 - Visual aids assist students in picturing how the plot progresses, the event arrangement, character relationships, and the narrative flow. Multimedia elements like images, videos, or interactive features enhance understanding by visually representing the structural components. This visual representation simplifies the comprehension of event sequences, character growth, and thematic development in the text. | |
| RI.5.9 Integrate information from several texts on the same theme or topic. | Unit 5 Week 1 Lesson 13: pp. 44-45  Unit 5 Week 3 Lesson 9: pp. 102-103 | Unit 1 Week 2 Lesson 12: pp. 76-77  Unit 1 Week 3 Lesson 9: pp. 102-103  Unit 3 Week 3 Lesson 9: pp. 102-103  Unit 7 Week 2 Lesson 12: pp. 76-77  Unit 7 Week 3 Lesson 9: pp. 102-103  Unit 8 Week 3 Lesson 9: pp .216-217  Unit 9 Week 1 Lesson 13: pp. 44-45  Unit 9 Week 2 Lesson 12: pp. 76-77  Unit 9 Week 3 Lesson 9: pp. 102-103 |
| RL.5.10/RI.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 informational texts independently and proficiently | * Supports all RL/RI Essential Standards | |
| 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.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  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.  c. Provide logically ordered reasons that are supported by facts and details.  d. Use grade-appropriate transitions.  e. Provide a concluding section.  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. | * Unit 5 Writing Lessons | * Unit 2 Writing Lessons |
| C.5.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. | * While this standard is not essential in this unit, teachers may choose to also work on this type of writing. | |
| C.5.4 With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. | * C.5.1 - Digital resources allow students to incorporate multimedia elements like images, videos, and infographics to support their opinions visually. Through digital publishing, students can share their opinions with a wider audience, fostering discussions and receiving input from individuals beyond their immediate circle. * C.5.2 - Digital tools streamline the writing process, allowing students to organize information effectively and present it in a structured manner. Online platforms also enable students to collaborate with peers, providing feedback, sharing ideas, and collectively refining their writing skills. | |
| C.5.6 Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources. | Summarize Relevant Information from  Unit 5 Week 1 Lesson 6: pp. 30-31  Unit 6 Week 2 Lesson 9: pp. 184-185  Summarize or Paraphrase Information in Notes and Finished Work  Unit 5 Week 1 Lesson 9: pp. 36-37  Unit 5 Week 2 Lesson 6: pp. 64-65  Unit 6 Week 3 Lesson 3: pp. 204-205  Research and Inquiry Project Teacher's Guide  Units 1-10: pp. 2-5, 14-17, 26-29, 38-41, 50-53, 62-65, 74-77 | Summarize Relevant Information from Experiences or Gather Relevant information from Print and Digital Sources  Unit 1 Week 1 Lesson 6: pp. 30-31  Unit 1 Week 1 Lesson 9: pp. 36-37  Unit 1 Week 2 Lesson 6: pp. 64-65  Unit 1 Week 2 Lesson 9: pp. 70-71  Unit 2 Week 1 Lesson 9: pp. 150-151  Unit 3 Week 1 Lesson 6: pp. 30-31  Unit 3 Week 1 Lesson 9: pp. 36-37  Unit 8 Week 1 Lesson 6: pp. 144-145  Review and Routines Days 10-11, 13-15: pp. RR41, RR45, RR53, RR57, RR60 (Digital Sources)  Summarize or Paraphrase Information in Notes and Finished Work  Unit 8 Week 1 Lesson 9: pp. 150-151  Research and Inquiry Project Teacher's Guide  Units 1-10: pp. 2-5, 14-17, 26-29, 38-41, 50-53, 62-65, 74-77 |
| C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. | * C.4.1-The Kentucky Department of Education writing guidelines state that all students should experience both on-demand and writing over-time situations. | |
| L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and  usage.  a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.  b. Use the perfect verb tenses.  c. Use verb tense to convey various times, sequences, states and conditions.  d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.  e. Use correlative conjunctions. | * Writing and Language Lessons | * Writing and Language Lessons |
| L.5.2 When writing:  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence  and to indicate a direct address.  d. Use underlining, quotation marks or italics to indicate titles of works.  e. Use strategies and resources (print and electronic) to identify and correct spelling errors. | * Writing and Language Lessons | * Writing and Language Lessons |
| 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.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b. Use common affixes and roots as clues to the meaning of a word.  c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  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. | * Writing and Language Lessons | * Writing and Language Lessons |
| L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating them to their synonyms and antonyms. | Supports RL.5.1/RI.5.1 and L.5.4   * Understanding figurative language and word nuances helps in flexibly determining unknown word meanings. It supports the use of diverse strategies to comprehend grade five reading materials effectively*.* | |