

Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

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Grade 5 Writing

Text Types and Purposes

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Know the difference between fact and opinion.
 - 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.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 *With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]").
 - 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]").

Language in Writing

- W.5.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect verb tenses (e.g., I had walked, I have walked)
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
 - Use correlative conjunctions. (e.g., either/or)
- W.5.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - 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, Sam?)
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting reference materials as needed.

Range of Writing

- W.5.12 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.

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Grade 5

Speaking and Listening

Comprehension and Collaboration

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

- 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.
- 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language in Speaking and Listening

- SL.5.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.5.7.a Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
- SL.5.7.b Form and use the perfect verb tenses (e.g., I had walked, I have walked)
- SL.5.7.c Use verb tense to convey various times, sequences, states, and conditions.
- SL.5.7.d Recognize and correct inappropriate shifts in verb tense.
- SL.5.7.e Use correlative conjunctions. (e.g., either/or)
- SL.5.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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Grade 5

Reading: Foundational

Print Concepts

RF.5.1 Not applicable to grade 5.

Phonological Awareness

RF.5.2 Not applicable to grade 5.

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4a Read on-level text with purpose and understanding.

RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5
Reading: Literature

Key Ideas and Details

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine the 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.
- 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).

Craft and Structure

- 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.
- 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.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- 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).
- RL.5.8 Not applicable for literature
- 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.

Language in Reading: Literature

- RL.5.10 Use knowledge of language and its conventions when reading.
- RL.5.10.a Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- RL.5.11 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.
- RL.5.11.a Use context as a clue to the meaning of a word or phrase.
- RL.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- RL.5.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- RL.5.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RL.5.12.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- RL.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Level of Text

- RL.5.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.

Grade 5

Reading: Informational

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.

Craft and Structure

- 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.
- 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.
- 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

- 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.
- 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).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Language in Reading: Informational

- RI.5.10 Use knowledge of language and its conventions when reading.
- RI.5.11 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.
- RI.5.11.a Use context as a clue to the meaning of a word or phrase.
- RI.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- RI.5.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- RI.5.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RI.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RI.5.12.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- RI.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Level of Text

- RI.5.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

**Grade 5
Writing**

W.5.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Know the difference between fact and opinion. 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. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). e. Provide a concluding statement or section related to the opinion presented. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Research a community issue, and write a letter to the editor in which an opinion and reasons to support that opinion are shared. 			
<p>Kansas High School Graduates Can:</p>	<p>Use valid reasoning and relevant and sufficient evidence to support a written argument.</p>		
Progression of Standard Across Grades	W.4.1	W.5.1	W.6.1
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

**Grade 5
Writing**

W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Write a piece explaining to peers how to do something that they may not know how to do. • Compose an explanatory paper, diagram, or video explaining to a student in another country how to be a student in their school. 			
Kansas High School Graduates Can:	<p>Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.</p>		
Progression of Standard Across Grades	W.4.2	W.5.2	W.6.2
	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

**Grade 5
Writing**

W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
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To address this standard, students *could*:

- Use writing or drawing to tell a sequential story.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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	W.4.3	W.5.3	W.6.3
Progression of Standard Across Grades	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Grade 5
Writing**

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Use a writing process to develop a brochure about a constellation to provide information to peers and adults about its makeup, its story, and other important details. • Prepare a letter from a person living during the American Revolution, explaining to a family member his or her position on the war and the reasons for that position. 			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades	W.4.4	W.5.4	W.6.4
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Grade 5
Writing**

W.5.5	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>
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To address this standard, students *could*:

- Use a writing process to compose a piece of writing, then use a 6-trait rubric to evaluate their own writing, and revise it to be more effective.
- Analyze models of writing, and compare their work to the models in order to know how to proceed with a piece of writing and make it more effective.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.
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	W.4.5	W.5.5	W.6.5
Progression of Standard Across Grades	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i>	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	<i>With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>

**Grade 5
Writing**

W.5.6	<i>With some guidance and support from adults</i> , 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.
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To address this standard, students *could*:

- Use digital tools to brainstorm ideas for writing and share them with peers.
- Collaborate with peers to produce a class blog to update parents or others outside the classroom on key learnings and happenings.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.
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Progression of Standard Across Grades	W.4.6	W.5.6	W.6.6
	<i>With some guidance and support from adults</i> , 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 one page in a single sitting.	<i>With some guidance and support from adults</i> , 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.	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 three pages in a single sitting.

**Grade 5
Writing**

W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Engage in a science experiment to determine properties of matter, read a grade-level article about properties of matter, and use information they find to develop a digital presentation in which key learnings are documented in writing. Identify a meaningful issue in the school or community, and interview a group of individuals about their thoughts on the issue. Use information learned to develop a piece of writing or digital presentation showing key learnings. 			
Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
Progression of Standard Across Grades	W.4.7	W.5.7	W.6.7
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Grade 5
Writing**

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.
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To address this standard, students *could*:

- Engage in a scavenger hunt in order to locate a resource or resources that might contain an answer to a teacher-provided question.
- Use an evidence-based strategy to summarize or paraphrase a teacher-provided print resource.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.
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Progression of Standard Across Grades	W.4.8	W.5.8	W.6.8
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	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.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Grade 5
Writing**

<p>W.5.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]”).</p> <p>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]”).</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Compose an informational text in which they explain one of Earth’s systems, and use evidence from another text to inform their writing. 			
<p>Kansas High School Graduates Can:</p>	<p>Locate and use supportive and relevant evidence from a range of text types to strengthen original works.</p>		
<p>Progression of Standard Across Grades</p>	<p>W.4.9</p>	<p>W.5.9</p>	<p>W.6.9</p>
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

**Grade 5
Writing**

W.5.10	<p>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect verb tenses (e.g., I had walked, I have walked) d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions. (e.g., either/or)
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To address this standard, students *could*:

- Create a piece of writing explaining an event that happened last week, an event that is happening currently, and an event that will happen in the future. Engage in peer reviews and discussions to determine whether appropriate verbs were used in each explanation and why the verbs were or were not appropriate, given the context.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.
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Progression of Standard Across Grades	W.4.10	W.5.10	W.6.10
	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)

**Grade 5
Writing**

W.5.11	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 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 (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, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.
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To address this standard, students *could*:

- Compose a book review that uses the title of the book and a favorite quotation to share with peers and others in the school community.
- Review a hand-written letter and consult digital or print reference materials to check spelling on difficult words.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
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Progression of Standard Across Grades	W.4.11	W.5.11	W.6.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

**Grade 5
Writing**

W.5.12	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.
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To address this standard, students *could*:

- Participate in a shared writing with a “pen pal” from another school, community, or country over several months.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.
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	W.4.12	W.5.12	W.6.12
Progression of Standard Across Grades	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.	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.	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.

Grade 5 Speaking and Listening

SL.5.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Engage in a Socratic discussion with peers about a recent article from kids’ news or science magazine. • Use phrases like, “To add to her comment, I think the author also...” to introduce a personal opinion. 			
Kansas High School Graduates Can:	<p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>		
Progression of Standard Across Grades	SL.4.1	SL.5.1	SL.6.1
	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly. (Click link above for details.)</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (Click link above for details.)</p>

Grade 5

Speaking and Listening

<p>SL.5.2</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Distinguish between paraphrasing and summarizing. • Paraphrase information presented orally and/or in diverse formats. • Summarize information presented orally and/or in diverse formats. 			
<p>Kansas High School Graduates Can:</p>	<p>Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.4.2</p>	<p>SL.5.2</p>	<p>SL.6.2</p>
	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>

Grade 5

Speaking and Listening

<p>SL.5.3</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Provide support for a claim from the reasons and evidence. • Analyze speaker’s support. • Summarize what is heard using reasons and evidence. 			
<p>Kansas High School Graduates Can:</p>	<p>Objectively assess the relevance, accuracy, and validity of a speaker’s claim and supporting evidence.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.4.3</p>	<p>SL.5.3</p>	<p>SL.6.3</p>
	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

Grade 5

Speaking and Listening

<p>SL.5.4</p>	<p>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.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Recount a story using appropriate volume, enunciation, and rate. • Recount an experience using appropriate volume, enunciation, and rate. • Report on a topic using appropriate volume, enunciation, and rate. 			
<p>Kansas High School Graduates Can:</p>	<p>Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.4.4</p>	<p>SL.5.4</p>	<p>SL.6.4</p>
	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>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.</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

Grade 5

Speaking and Listening

<p>SL.5.5</p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Produce visual and/or audio depictions information described with detail. • Produce multimedia presentations with visual and/or audio components to enhance the main idea or theme. 			
<p>Kansas High School Graduates Can:</p>	<p>Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.4.5</p>	<p>SL.5.5</p>	<p>SL.6.5</p>
	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

Grade 5

Speaking and Listening

<p>SL.5.6</p>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Role play conversations in which the speakers are talking in different settings, and discuss the ways in which speech, body language, and words change when a context changes. 			
<p>Kansas High School Graduates Can:</p>	<p>Effectively adapt speech to fit a variety of contexts and communication situations.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.4.6</p>	<p>SL.5.6</p>	<p>SL.6.6</p>
	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grade 5

Speaking and Listening

SL.5.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. (e.g., either/or)
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To address this standard, students *could*:

- Compose a piece of writing about an experience from the past, then work with peers and adults to review verb tenses used for accuracy.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.
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Progression of Standard Across Grades	SL.4.7	SL.5.7	SL.6.7
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 5

Speaking and Listening

SL.5.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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To address this standard, students *could*:

- Create a lab report for a science lesson, in which domain-specific words are used accurately to describe and explain.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.
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Progression of Standard Across Grades	SL.4.8	SL.5.8	SL.6.8
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 5

Reading: Foundational

Print Concepts

Print Concepts			
RF.5.1	Not applicable to grade 5.		
To address this standard, students <i>could</i>:			
Progression of Standard Across Grades			

Grade 5

**Reading: Foundational
Phonological Awareness**

RF.5.2			
RF.5.2		Not applicable to grade 5.	
To address this standard, students <i>could</i>:			
Progression of Standard Across Grades			

Grade 5

Reading: Foundational

Phonics and Word Recognition

RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

To address this standard, students *could*:

- Use a range of strategies to decode multisyllabic words in unfamiliar, engaging texts, and check understanding of texts by conversing with peers and adults.

	RF.4.3	RF.5.3	RF.6.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Not applicable

Grade 5

Reading: Foundational

Fluency

RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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To address this standard, students *could*:

- Practice and perform a poem for peers or adults, and engage in a self-evaluation of their performance.

Progression of Standard Across Grades	RF.4.4	RF.5.4	RF.6.4
	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Not applicable

Grade 5
Reading: Literature

<p>RL.5.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify the location of the answer in the text (e.g., “according to the text”, “the author states”). • Explain what it means to make an inference. • Use background knowledge and the text to make an inference. 			
<p>Kansas High School Graduates Can:</p>	<p>Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.4.1</p>	<p>RL.5.1</p>	<p>RL.6.1</p>
	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Grade 5 Reading: Literature

RL.5.2	Determine the 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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Explain how to determine the theme of a text. • Identify and explain details related to: characters, setting, conflict, rising action, climax, falling action, resolution. • Identify speaker's point of view in a poem. 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	<u>RL.4.2</u>	RL.5.2	<u>RL.6.2</u>
	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	Determine the 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.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Grade 5
Reading: Literature

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).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain how characters respond to major events, challenges, and other characters using specific details in the text. • Explain how characters' actions contribute to the sequence of events; refer to specific details in the text. 			
Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.		
Progression of Standard Across Grades	RL.4.3	RL.5.3	RL.6.3
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	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).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 5
Reading: Literature

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Describe how word choice affects the meaning of a text. • Explain how figurative language contributes to the meaning of a text. 			
Kansas High School Graduates Can:	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
Progression of Standard Across Grades	RL.4.4	RL.5.4	RL.6.4
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 5
Reading: Literature

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Define structural elements of stories, dramas, and poems. • Explain how structural elements within stories, dramas, or poems are connected and how that relationship contributes to meaning. • Use domain-specific vocabulary (chapter, scene, stanza), appropriate to the purpose, when writing or speaking. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
Progression of Standard Across Grades	RL.4.5	RL.5.5	RL.6.5
	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Grade 5

Reading: Literature

<p>RL.5.6</p>	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Understand what impacts the creation of a point of view. • Identify who is telling the story, the narrator or character and explain how this was determined. • Understand how a speaker's viewpoint influences the telling of a story. 			
<p>Kansas High School Graduates Can:</p>	<p>Recognize that different perspectives can be presented in different ways for different purposes.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.4.6</p>	<p>RL.5.6</p>	<p>RL.6.6</p>
	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>

Grade 5
Reading: Literature

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).		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text • Explain how specific aspects of visuals and multimedia elements contribute to meaning and what is conveyed through words. 			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	RL.4.7	RL.5.7	RL.6.7
	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	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).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Grade 5
Reading: Literature

<p>RL.5.8</p>	<p>(Not applicable for literature)</p>		
<p>To address this standard, students <i>could</i>:</p>			
<p>Kansas High School Graduates Can:</p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
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<p>Progression of Standard Across Grades</p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>
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Grade 5
Reading: Literature

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify the theme or topic in a story or stories. • Compare and contrast stories having similar themes/topics. • Compare and contrast stories in the same genre having similar themes/topics noting how the author approached the theme/topic. 			
Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Progression of Standard Across Grades	RL.4.9	RL.5.9	RL.6.9
	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 5

Reading: Literature

RL.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Create a chart to compare words used in dialect with words used in standard formal English. 			
Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).		
Progression of Standard Across Grades	RL.4.10	RL.5.10	RL.6.10
	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (Click link above for details.)	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (See details above.)	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

Grade 5

Reading: Literature

RL.5.11	<p>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.</p> <ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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To address this standard, students *could*:

- Select and read an engaging literary text, and discuss with peers any words they have difficulty with, and use a range of strategies to figure out the meanings of these words.
- Participate in a word learning activity in which they locate a difficult word from their reading, look it up, and then practice using it in context in conversation with peers.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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	RL.4.11	RL.5.11	RL.6.11
Progression of Standard Across Grades	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i>, choosing flexibly from a range of strategies. (Click link above for details.)</p>	<p>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. (See details above.)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)</p>

Grade 5

Reading: Literature

RL.5.12	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
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To address this standard, students *could*:

- Explain to a peer the meaning of a difficult or previously-unknown word using synonyms and antonyms to help build the peer’s understanding of the word.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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Progression of Standard Across Grades	RL.4.12	RL.5.12	RL.6.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 5

Reading: Literature

<p>RL.5.13</p>	<p>Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Select and read increasingly complex literary texts at or above grade level. 			
<p>Kansas High School Graduates Can:</p>	<p>Interpret meaning from a variety of texts on their own.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.4.13</p>	<p>RL.5.13</p>	<p>RL.6.13</p>
	<p>Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.</p>	<p>Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.</p>	<p>Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.</p>

Grade 5

Reading: Informational

<p>RI.5.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Identify the location in the text that supports the answer to a question or the specific location from the text that was used when offering an explanation (e.g., “according to the text”, “the author stated”). Use background knowledge and the text to make an inference. 			
<p>Kansas High School Graduates Can:</p>	<p>Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.1</p>	<p>RI.5.1</p>	<p>RI.6.1</p>
	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Grade 5

Reading: Informational

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Define the concept of main idea and explain how key details develop main ideas. • Identify explicitly stated and/or inferred main ideas of a text. • Summarize a text using key details that support the main idea(s). 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	RI.4.2	RI.5.2	RI.6.2
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Grade 5

Reading: Informational

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Understand the differences and structures associated with historical, scientific, and technical texts. • Identify key ideas and details that explain connections found in the text. • Describe and explain the connection between two or more individuals in text. • Describe and explain the connection between a series of events, ideas or concepts in a text. • Identify and use time, sequence, and cause/effect cue words when explaining connected relationships. 			
Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.		
Progression of Standard Across Grades	RI.4.3	RI.5.3	RI.6.3
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	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.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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Reading: Informational

<p>RI.5.4</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Define academic words and phrases (e.g., consequently, as a result of). • Use context clues, text features, reference materials, and technology to determine meaning of words and phrases. 			
<p>Kansas High School Graduates Can:</p>	<p>Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.4</p>	<p>RI.5.4</p>	<p>RI.6.4</p>
	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>

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Reading: Informational

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Compare and contrast structures across multiple informational texts. • Use an understanding of text structures to build meaning from information related to events, ideas, and concepts. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
Progression of Standard Across Grades	RI.4.5	RI.5.5	RI.6.5
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.	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.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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Reading: Informational

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain why an author wrote a text. • Understand what impacts the creation of a point of view. • Compare and contrast the same event or topic told from different perspectives. 			
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.		
Progression of Standard Across Grades	RI.4.6	RI.5.6	RI.6.6
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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Reading: Informational

<p>RI.5.7</p>	<p>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.</p>		
<p>To address this standard, students <i>could</i>:</p>			
<ul style="list-style-type: none"> • Use text features thoughtfully to locate information or to solve a problem. • Recognize the sources which contain information related to proposed questions/problems. • Utilize/integrate information across multiple sources and multiple formats to answer questions or to solve a problem. 			
<p>Kansas High School Graduates Can:</p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.7</p>	<p>RI.5.7</p>	<p>RI.6.7</p>
	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>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.</p>	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

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Reading: Informational

<p>RI.5.8</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify reasons and evidence an author uses to strengthen an argument or idea in a text. • Follow/Explain how an author’s reasoning and evidence (justifications) support points. • Match justifications to the point(s) they support. 			
<p>Kansas High School Graduates Can:</p>	<p>Follow the logic of an argument based on the validity of the claim and evidence presented.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.8</p>	<p>RI.5.8</p>	<p>RI.6.8</p>
	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

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Reading: Informational

<p>RI.5.9</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify/recognize topical information across texts. • Use language effectively to integrate topical information across texts. • Compare and contrast texts in order to combine information. • Combine information from several texts, in a coherent manner, when writing or speaking about a topic. 			
<p>Kansas High School Graduates Can:</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.9</p>	<p>RI.5.9</p>	<p>RI.6.9</p>
	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

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Reading: Informational

<p>RI.5.10</p>	<p>Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Compare and contrast the language and conventions used in an instruction manual with the language and conventions used in a piece of informational text. 			
<p>Kansas High School Graduates Can:</p>	<p>Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.4.10</p>	<p>RI.5.10</p>	<p>RI.6.10</p>
	<p>Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p>Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.</p>	<p>Use knowledge of language and its conventions when reading to improve comprehension of informational texts.</p>

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Reading: Informational

RI.5.11	<p>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.</p> <ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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To address this standard, students *could*:

- Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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Progression of Standard Across Grades	RI.4.11	RI.5.11	RI.6.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.)	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. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

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Reading: Informational

RI.5.12	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
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To address this standard, students *could*:

- Make an educated guess about the meaning of an adage or proverb found in a primary source document.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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Progression of Standard Across Grades	RI.4.12	RI.5.12	RI.6.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

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Reading: Informational

RI.5.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Select and read increasingly complex informational texts at or above grade level. 			
Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.		
Progression of Standard Across Grades	RI.4.13	RI.5.13	RI.6.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.