

Fifth Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details																							
RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.																						
dates ---->																							
RL2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.																						
dates ---->																							
RL3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text																						
dates ---->																							
LITERATURE - Craft and Structure																							
RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.																						
dates ---->																							
RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem																						
dates ---->																							
RL6	Describe how a narrator's or speaker's point of view influences how events are described.																						
dates ---->																							
LITERATURE - Integration of Knowledge and Ideas																							
RL7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text																						
dates ---->																							
RL9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.																						
dates ---->																							
RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.																						
dates ---->																							
INFORMATIONAL TEXT - Key Ideas and Details																							
RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.																						
dates ---->																							
RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.																						
dates ---->																							
RI3	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.																						
dates ---->																							
INFORMATIONAL TEXT - Craft and Structure																							
RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.																						
dates ---->																							
RI5	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.																						
dates ---->																							
RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.																						
dates ---->																							

INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	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.
dates ---->	
RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
dates ---->	
RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
dates ---->	
RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read with sufficient accuracy and fluency to support comprehension.
dates ---->	
RF4a	Read on-level text with purpose and understanding.
dates ---->	
RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
dates ---->	
RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
dates ---->	
W1a	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.
dates ---->	
W1b	Provide logically ordered reasons that are supported by facts and details.
dates ---->	
W1c	Link opinion and reasons using words, phrases, and clauses
dates ---->	
W1d	Provide a concluding statement or section related to the opinion presented.
dates ---->	
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
dates ---->	
W2a	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.
dates ---->	

<p>W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>dates ----></p>	
<p>W2c Link ideas within and across categories of information using words, phrases, and clauses</p> <p>dates ----></p>	
<p>W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>dates ----></p>	
<p>W2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>dates ----></p>	
<p>W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>dates ----></p>	
<p>W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>dates ----></p>	
<p>W3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>dates ----></p>	
<p>W3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>dates ----></p>	
<p>W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>dates ----></p>	
<p>W3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>dates ----></p>	
WRITING - Production and Distribution of Writing	
<p>W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>dates ----></p>	
<p>W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>dates ----></p>	
<p>W6 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.</p> <p>dates ----></p>	

WRITING - Research to Build and Present Knowledge	
W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
dates ---->	
W8	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.
dates ---->	
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
dates ---->	
W9a	Apply grade 5 Reading standards to literature
dates ---->	
W9b	Apply grade 5 Reading standards to informational texts
dates ---->	
WRITING - Range of Writing	
W10	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
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	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.
dates ---->	
SL1a	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.
dates ---->	
SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.
dates ---->	
SL1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
dates ---->	
SL1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
dates ---->	
SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
dates ---->	
SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL4	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.
dates ---->	
SL5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
dates ---->	
SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
dates ---->	

LANGUAGE - Conventions of Standard English

L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
L1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
dates ---->	
L1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
dates ---->	
L1c	Use verb tense to convey various times, sequences, states, and conditions.
dates ---->	
L1d	Recognize and correct inappropriate shifts in verb tense
dates ---->	
L1e	Use correlative conjunctions (e.g., either/or, neither/nor).
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
L2a	Use punctuation to separate items in a series
dates ---->	
L2b	Use a comma to separate an introductory element from the rest of the sentence.
dates ---->	
L2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
dates ---->	
L2d	Use underlining, quotation marks, or italics to indicate titles of works.
dates ---->	
L2e	Spell grade-appropriate words correctly, consulting references as needed.
dates ---->	

LANGUAGE - Knowledge of Language

L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->	
L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
dates ---->	
L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
dates ---->	

LANGUAGE - Vocabulary Acquisition and Use

L4	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.
dates ---->	
L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
dates ---->	
L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
dates ---->	
L4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
dates ---->	

L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
dates ---->	
L5a	Interpret figurative language, including similes and metaphors, in context.
dates ---->	
L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
dates ---->	
L5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
dates ---->	
L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING

LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	

READING

R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	

WRITING

W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in writing anchor standards 1, 2, and 3.
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of
dates ---->	