

Grade 5 - Kansas ELA Standards 2017

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

Writing

dates ---->

Text Types and Purposes

dates ---->

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

dates ---->

a. Know the difference between fact and opinion.

dates ---->

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.

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c. Provide logically ordered reasons that are supported by facts and details.

dates ---->

d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

dates ---->

e. Provide a concluding statement or section related to the opinion presented.

dates ---->

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

dates ---->

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.

dates ---->

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

dates ---->

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

dates ---->

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

dates ---->

e. Provide a concluding statement or section related to the information or explanation presented.

dates ---->

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

dates ---->

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

dates ---->

b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.																			
dates ---->																				
c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.																			
dates ---->																				
d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.																			
dates ---->																				
e.	Provide a conclusion that follows from the narrated experiences or events.																			
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Production and Distribution of Writing																				
dates ---->																				
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.																			
dates ---->																				
W.5.5	<i>With guidance and support from adults and peers</i> , develop and strengthen writing as needed by planning, revising, editing, <i>rewriting</i> , or <i>trying a new approach</i> .																			
dates ---->																				
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.																			
dates ---->																				
Research to Build and Present Knowledge																				
dates ---->																				
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.																			
dates ---->																				
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.																			
dates ---->																				
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.																			
dates ---->																				
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]").																			
dates ---->																				
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]").																			
dates ---->																				
Language in Writing																				
dates ---->																				
W.5.10	Demonstrate command of the conventions of standard English grammar and usage when writing.																			
dates ---->																				

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

Comprehension and Collaboration												
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SL.5.1	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.											
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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.											
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SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.											
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SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.											
dates ---->												
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.											
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SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.											
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SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.											
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Presentation of Knowledge and Ideas												
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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.											
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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.											
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SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.											
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Language in Speaking and Listening												
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SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.											
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SL.5.7.a	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.													
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SL.5.7.b	Form and use the perfect verb tenses (e.g., I had walked, I have walked)													
dates ---->														
SL.5.7.c	Use verb tense to convey various times, sequences, states, and conditions.													
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SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.													
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SL.5.7.e	Use correlative conjunctions. (e.g., either/or)													
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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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Reading: Foundational														
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Print Concepts														
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RF.5.1	Not applicable to grade 5.													
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Phonological Awareness														
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RF.5.2	Not applicable to grade 5.													
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Phonics and Word Recognition														
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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.													
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Fluency														
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RF.5.4	Read with sufficient accuracy and fluency to support comprehension.													
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RF.5.4a	Read on-level text with purpose and understanding.																		
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RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.																		
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RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																		
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Reading: Literature																			
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Key Ideas and Details																			
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RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.																		
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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.																		
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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).																		
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Craft and Structure																			
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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.																		
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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.																		
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RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.																		
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Integration of Knowledge and Ideas																			
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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).																		
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RL.5.8	Not applicable for literature																		
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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.																		
dates ---->																			

Language in Reading: Literature												
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RL.5.10	Use knowledge of language and its conventions when reading.											
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RL.5.10.a	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.											
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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.											
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RL.5.11.a	Use context as a clue to the meaning of a word or phrase.											
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RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.											
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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.											
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RL.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.											
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RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.											
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RL.5.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs.											
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RL.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.											
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Range of Reading and Level of Text												
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RL.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.											
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Reading: Informational												
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Key Ideas and Details												
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RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.											
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RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.											
dates ---->												

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.												
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Craft and Structure													
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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.												
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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.												
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RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.												
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Integration of Knowledge and Ideas													
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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.												
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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).												
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RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.												
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Language in Reading: Informational													
dates ---->													
RI.5.10	Use knowledge of language and its conventions when reading.												
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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.												
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RI.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.											
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Range of Reading and Level of Text												
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RI.5.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.											
dates ---->												