KANSAS STANDARDS FOR

English Language Arts

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Updated February 2025

The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards have been reviewed to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. 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 pre-K-12 experiences, Kansas students 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.

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Grade 5

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.5.1	Not applicable to fifth grade.

Phonological Awareness

CODE	DESCRIPTION
RF.5.2	Not applicable to fifth grade.

Phonics and Word Recognition

CODE	DESCRIPTION
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

CODE	DESCRIPTION
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read complex text with purpose and understanding.
RF.5.4b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
RF.5.4c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

Reading Literature

Key Ideas and Details

CODE	DESCRIPTION
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 , including how characters 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

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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 to expand language comprehension.
RL.5.11.a	Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to determine 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 Text Complexity

CODE	DESCRIPTION
RL.5.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
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

CODE	DESCRIPTION
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade 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 perspective "viewpoint" they represent.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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 to expand language comprehension.
RI.5.11.a	Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase..
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to determine 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 Text Complexity

CODE	DESCRIPTION
RI.5.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade.

Writing

Text Types and Purposes

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

Production and Distribution of Writing

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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.
W.5.9.a	Apply fifth grade 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]").
W.5.9.b	Apply fifth grade 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

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

Range of Writing

CODE	DESCRIPTION
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.

Speaking and Learning

Comprehension and Collaboration

CODE	DESCRIPTION
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade 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.

Presentaton of Knowledge and Ideas

CODE	DESCRIPTION
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 Learning

CODE	DESCRIPTION
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.