

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Kansas Academic Standards
Language Arts
 Grade 5 - Adopted: 2017

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9.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]").
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
-----------	--	------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
-----------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

INDICATOR SL.5.1.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.

INDICATOR SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
-----------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Presentation of Knowledge and Ideas
-----------	--	-------------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

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

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
-----------	--	------------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
-----------	--	---------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------------	---------	--

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

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
-----------	--	--

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
-----------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
-------------------------------	--------	---

INDICATOR W.5.9.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]”).

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
-----------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
-------------------------------	---------	--

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
-----------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------------	---------	--

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	----------------	---

INDICATOR	SL.5.1.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.
-----------	-----------	--

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
-----------	-----------	--

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

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

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR	W.5.9.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]").
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR SL.5.1.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.

INDICATOR SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.RF.5.	Reading: Foundational
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD	KS.RI.5.	Reading: Informational
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD	KS.RI.5.	Reading: Informational
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
STANDARD	KS.RI.5.	Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
-----------	----------	--

INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	----------------	---

INDICATOR	SL.5.1.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.
-----------	-----------	--

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
-----------	-----------	--

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

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

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD KS.RL.5. Reading: Literature

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RL.5. Reading: Literature

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

STANDARD KS.RL.5. Reading: Literature

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RL.5. Reading: Literature

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR RL.5.11.a. Use context as a clue to the meaning of a word or phrase.

STANDARD KS.W.5. Writing

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]”).

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD KS.W.5. Writing

BENCHMARK		Range of Writing
-----------	--	------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
-----------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

INDICATOR SL.5.1.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.

INDICATOR SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
-----------	--	---------------------------------

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
-----------	--	------------------------------------

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
-------------------------------	---------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
-----------	--	------------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
-----------	--	---------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------------	---------	--

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	--

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	----------	--

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RL.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

INDICATOR	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.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	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.
-----------	------------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR 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.

INDICATOR W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD KS.W.5. Writing

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	----------------	---

INDICATOR SL.5.1.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.

INDICATOR SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL **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.**

INDICATOR RL.5.11.a. Use context as a clue to the meaning of a word or phrase.

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]").

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	----------------	---

INDICATOR SL.5.1.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.

INDICATOR SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

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

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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).

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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).

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	----------------	---

INDICATOR SL.5.1.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.

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.RF.5.	Reading: Foundational
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideals and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR RI.5.11.a. Use context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.5.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]").

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.d. Use verb tense to convey various times, sequences, states, and conditions.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD KS.W.5. Writing

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.c. Use verb tense to convey various times, sequences, states, and conditions.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD KS.RI.5. **Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

STANDARD KS.RI.5. **Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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).

STANDARD KS.RI.5. **Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR RI.5.11.a. Use context as a clue to the meaning of a word or phrase.

STANDARD KS.RI.5. **Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

INDICATOR / PROFICIENCY LEVEL RI.5.13. Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD KS.W.5. **Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
-------------------------------	--------	--

INDICATOR	W.5.9.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]”).
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
-------------------------------	---------	---

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.d.	Use verb tense to convey various times, sequences, states, and conditions.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------------	---------	---

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.c.	Use verb tense to convey various times, sequences, states, and conditions.
-----------	-----------	--

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR W.5.10.d. Use verb tense to convey various times, sequences, states, and conditions.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.c.	Use verb tense to convey various times, sequences, states, and conditions.
-----------	-----------	--

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	RL.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD KS.W.5. Writing

BENCHMARK	Production and Distribution of Writing
------------------	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK	Research to Build and Present Knowledge
------------------	--

INDICATOR / PROFICIENCY LEVEL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK	Research to Build and Present Knowledge
------------------	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
--------------------------------------	---------------	--

INDICATOR W.5.9.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]").

STANDARD KS.W.5. Writing

BENCHMARK	Language in Writing
------------------	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD KS.W.5. Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD KS.RF.5. Reading: Foundational

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD KS.RL.5. Reading: Literature

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / PROFICIENCY LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STANDARD KS.RI.5. Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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).

INDICATOR / PROFICIENCY LEVEL RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
-------------------------------	--------	--

INDICATOR	W.5.9.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]").
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
-------------------------------	---------	---

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
-------------------------------	---------	---

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------	---------	--

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

Kansas Academic Standards
Language Arts
 Grade 5 - Adopted: 2017

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
-----------	--	--

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
-----------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of difference aspects of a topic.
-------------------------------	--------	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9.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]”).
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
-------------------------------	----------------	--

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
-------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
--------------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD KS.W.5. Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR 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.

INDICATOR W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
STANDARD	KS.W.5.	Writing
BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
STANDARD	KS.W.5.	Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD	KS.SL.5.	Speaking and Listening
BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.RF.5.	Reading: Foundational
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
-------------------------------------	---------	--

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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).
-------------------------------------	---------	--

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of difference aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.5.9.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]”).

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
-------------------------------	---------	---

INDICATOR / PROFICIENCY LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR RI.5.11.a. Use context as a clue to the meaning of a word or phrase.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
INDICATOR / PROFICIENCY LEVEL	RI.5.13.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR 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.

INDICATOR W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD KS.W.5. Writing

BENCHMARK		Production and Distribution of Writing
-----------	--	--

INDICATOR / PROFICIENCY LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
-----------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.W.5. Writing

BENCHMARK		Research to Build and Present Knowledge
-----------	--	---

INDICATOR / PROFICIENCY LEVEL W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.5.9.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]”).

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
-----------	--	---------------------

INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
--------------------------------------	----------------	---

INDICATOR W.5.10.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR W.5.10.b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR W.5.10.e. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.W.5. Writing

BENCHMARK		Language in Writing
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--------------------------------------	----------------	---

INDICATOR W.5.11.e. Spell grade-appropriate words correctly, consulting reference materials as needed.

STANDARD KS.W.5. Writing

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR SL.5.7.a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.

INDICATOR SL.5.7.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD KS.SL.5. Speaking and Listening

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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.

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Key Ideals and Details
------------------	--	-------------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / PROFICIENCY LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

INDICATOR / PROFICIENCY LEVEL 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.

INDICATOR / PROFICIENCY LEVEL RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Integration of Knowledge and Ideas
------------------	--	---

INDICATOR / PROFICIENCY LEVEL 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).

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

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	RI.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 informational text.
-------------------------------	----------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Language in Reading: Informational
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	-----------------	---

INDICATOR	RI.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Range of Reading and Level of Text
------------------	--	---

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

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
-----------	----------	--

INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9.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]”).
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	SL.5.1.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.
-----------	-----------	--

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
-----------	-----------	--

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	--

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	----------	--

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	----------	---

INDICATOR	RL.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
-----------	----------	--

INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9.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]”).
-----------	----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.5.10.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-----------	---

INDICATOR	W.5.10.b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
-----------	-----------	--

INDICATOR	W.5.10.e.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.5.11.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	W.5.11.e.	Spell grade-appropriate words correctly, consulting reference materials as needed.
-----------	-----------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR	SL.5.1.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.
-----------	-----------	--

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
-----------	-----------	--

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	SL.5.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
--------------------------------------	----------------	--

INDICATOR	SL.5.7.a.	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
-----------	-----------	---

INDICATOR	SL.5.7.d.	Recognize and correct inappropriate shifts in verb tense.
-----------	-----------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RF.5. Reading: Foundational**

BENCHMARK		Fluency
------------------	--	----------------

INDICATOR / PROFICIENCY LEVEL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
--------------------------------------	----------------	--

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

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Key Ideas and Details
------------------	--	------------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	--

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

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	----------	--

STANDARD **KS.RL.5. Reading: Literature**

BENCHMARK		Language in Reading: Literature
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	-----------------	---

INDICATOR	RL.5.11.a.	Use context as a clue to the meaning of a word or phrase.
-----------	------------	---

**Kansas Academic Standards
Language Arts
Grade 5 - Adopted: 2017**

STANDARD **KS.W.5. Writing**

BENCHMARK		Text Types and Purposes
------------------	--	--------------------------------

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

INDICATOR	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.
-----------	----------	--

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
-----------	----------	--

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
-----------	----------	---

STANDARD **KS.W.5. Writing**

BENCHMARK		Production and Distribution of Writing
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
-------------------------------	--------	--

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	--------	--

STANDARD **KS.W.5. Writing**

BENCHMARK		Range of Writing
------------------	--	-------------------------

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
------------------	--	--

INDICATOR / PROFICIENCY LEVEL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-------------------------------	---------	--

STANDARD **KS.SL.5. Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
------------------	--	---

INDICATOR / PROFICIENCY LEVEL	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.
-------------------------------	---------	---

STANDARD **KS.RI.5. Reading: Informational**

BENCHMARK		Craft and Structure
------------------	--	----------------------------

INDICATOR / PROFICIENCY LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.
-------------------------------	---------	---