

# Kansas State Reading and Assessment Guide

(based on the KS State Reading Standards  
approved by the Kansas State Board of Education on July 2003)

## Grade 5th

Developed by the Kansas State Department of Education  
and  
Reading Specialists from the Private Sector  
in Kansas

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**Standard/Benchmark/Indicator**

R.5.1.3.1

▲ determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

**Explanation of Indicator**

When a student encounters an unknown word or phrase, he/she should be able to use the clues from the surrounding words to figure out the meaning of the unknown word or phrase.

**Instructional Example**

Read the passage and delete certain words. Read the passage with the blanks and ask the student to be thinking about which word would make sense in the sentences.

**Test Specification Notes (official)**

- MC
- PB and NPB
- Passage types: N, E, T, P
- Tested words should be 2 or more grade levels above the student's grade level.
- There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

**(recommended)**

Do not test words defined in a glossary.

**Sample Item Shells**

In Step 10, the word erupt probably means

In the third paragraph, the word convey means

In the first paragraph, the phrase "keen on" probably means

Read the sentence below from the passage.

[space]

Because of the famine, people left their homes in search of food.

[space]

In the sentence, the word famine probably means

Context Clues				
R.5.1.3.1				

**Standard/Benchmark/Indicator**

R.5.1.3.4

▲ determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).

**Explanation of Indicator**

The student knows how adding beginnings or endings to words change the meaning of the word.

**Instructional Example**

Sort words by prefix and suffix and explain how the root word meaning is changed by the prefix or suffix.

**Test Specification Notes (official)**

MC

PB and NPB

Passage types: N, E, T, P

Roots: grade-appropriate base words

Prefixes: bi-, co-, de-, en-, tri-

Suffixes: -able/-ible, -ance/-ence, -ate, -ish

Tested word (i.e., grade-appropriate base word plus prefix and/or suffix) can be at or above the student's grade level.

**(recommended)**

Only test examples marked with ▲.

Only test prefixes and suffixes listed above.

**Sample Item Shells**

Knowing the meaning of the suffix *-ish* helps the reader understand that the word "warmish" means

- A. warm again.
- B. somewhat warm.
- C. warm before.
- D. the most warm.

CA: B

	Word Structure			
	R.5.1.3.4			

**Standard/Benchmark/Indicator**

R.5.1.4.2

▲ understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, topic and summary sentences, ▲ captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.

**Explanation of Indicator**

The student understands how the information located in graphs and charts, table of contents, pictures/illustrations, glossary, index, headings, subheading, and captions can help to understand the meaning of the text.

**Instructional Example**

Create a text scavenger hunt activity focusing on text features and their function within the text.

**Test Specification Notes (official)**

- MC
  - Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text)
  - Passage types: N, E, T, P
  - Use the language of the indicator in stem and answer choices
- Items may include textbox as a text feature.

**(recommended)**

Only test examples marked with ▲.

Subheadings used as ACs should be in the same order as subheadings in the passage.

Title is not tested at this grade level.

**Sample Item Shells**

The purpose of the picture is to

The phrase *Raging Sea* is printed in italics PROBABLY because it is

- E. the title of a book.
  - F. difficult to pronounce.
  - G. the name of a ship.
  - H. written in another language.
- CA: A

Under which subheading can the reader find information about volcanoes?

The author uses subheadings MAINLY to

CA: divide information into different topics.

According to information under the subheading **Special Delivery**, the main purpose of the Pony Express was to

According to the map, which city is closest to Albany?

		Text Features		
		R.5.1.4.2		

**Standard/Benchmark/Indicator**

R.5.1.4.5

▲uses information from the text to make inferences and draw conclusions.

**Explanation of Indicator**

The student is able to make a prediction or draw a conclusion about the text.

**Instructional Example**

Have the student use vocabulary/key words from text to make predictions and draw conclusions from the text.

**Test Specification Notes (official)**

- MC and CR
  - PB
  - Passage types: N, E, T, P
- CR3

**(recommended)**

Various other sample item shells are possible depending on content.

**Sample Item Shells**

Based on the passage, Jill gave up on Malcolm PROBABLY because

Based on the passage, adding more flour to the mixture would PROBABLY

			Make Inferences/Draw Conclusions	
			R.5.1.4.5	

**Standard/Benchmark/Indicator**

R.5.1.4.6

▲ identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).

**Explanation of Indicator**

The student is able to tell how an author organizes material or information in the text (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).

**Instructional Example**

Have the student locate key words to identify the kind of text structure was written and to discuss why the author selected that particular text type structure for that specific information.

**Test Specification Notes (official)**

- MC
  - PB
  - Passage types: N, E, T, P (typically not found in narrative text)
  - Types of sequence: chronological order (sequence of events), series of steps
- Use the language of the indicator in stem and answer choices (e.g. “text structure”, “sequence”, “cause and effect”). Do **not** use the term “chronological order”.

**(recommended)**

Do not hyphenate (e.g., cause-effect).

Interpret the e.g. lists as i.e. lists.

**Sample Item Shells**

Which text structure does the author use in the passage?

- I. sequence
- J. cause and effect
- K. description
- L. problem and solution

Which is the MAIN text structure used in the passage?

In the last paragraph, which text structure does the author use?

				Text Structure
				R.5.1.4.6

**Standard/Benchmark/Indicator**

R.5.1.4.7

▲ compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.

**Explanation of Indicator**

The student should be able to tell how topics, themes, problems, characters, or relationships are alike or different.

**Instructional Example**

As the student reads, he/she puts a sticky note with a frowning face when he/she identifies a problem and puts a sticky note with a smiley face when he/she identifies a solution within the text. A sticky note with a baseball bat identifies a cause and one with a baseball identifies an effect.

**Test Specification Notes (official)**

- MC and CR (the compare/contrast information used must come directly from the passage and not based on inference.)
  - PB
  - Passage types: N, E, T, P
- CR1

**(recommended)**

Interpret the e.g. lists as i.e. lists.

**Sample Item Shells**

During the story, Justin's feelings about swimming changed from

According to the passage, how is driving in the rain DIFFERENT from driving in the snow?

Compare and Contrast				
R.5.1.4.7				

**Standard/Benchmark/Indicator**

R.5.1.4.8

▲links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.

**Explanation of Indicator**

The student understands how one or more things can have an effect on the outcome of another.

**Instructional Example**

Model for and then direct the student to highlight the cause in one color and the effect in another color on a portion of copied text.

**Test Specification Notes (official)**

- MC
- PB
- Passage types: N, E, T

**(recommended)**

n/a

**Sample Item Shells**

What would PROBABLY happen if Malcolm kept feeding the fish at the wrong time?

What caused Emily to choose Meredith as her running partner?

Read the sentence below from the passage.

[space]

Sandy was able to pass the test because of the time she spent studying.

[space]

Which word in the sentence is a cause and effect signal word?

	Cause and Effect			
	R.5.1.4.8			

**Standard/Benchmark/Indicator**

R.5.1.4.9

▲ retells main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts.

**Explanation of Indicator**

The student retells main ideas or events as well as supporting details.

**Instructional Example**

Model for and use an outline to retell a paragraph or section of a story or article. The student shows understanding by outlining to retell a different paragraph or section of the same story or article.

**Test Specification Notes (official)**

- MC and CR
- PB
- Passage types: N, E, T, P
- For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.
- Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.  
Example stem: “Which sentence(s) best retells the passage?” Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.

CR2

**(recommended)**

Distracters must be passage-based.

We no longer write items with one-sentence ACs.

**Sample Item Shells**

Which BEST retells the story?

CA: Paul met Katherine in the schoolyard. Paul asked Katherine if she wanted to play a game of tennis. Paul and Katherine became friends after they played tennis together.

		Retell/ Paraphrase		
		R.5.1.4.9		

**Standard/Benchmark/Indicator**

R.5.1.4.10

▲ identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.

**Explanation of Indicator**

The student is able to tell what the text is about.

**Instructional Example**

Have the student generate a list of 5 movies. Then, student completes the statement, \_\_\_\_\_(movie title) is a story about \_\_\_\_\_. The student may need to work from a list of story themes (e.g., courage, equality, revenge, desire, dreams, imagination, suffering, family, loneliness, fears, love) to complete the activity.

**Test Specification Notes (official)**

- MC
- PB
- Passage types: N, E, T, P
- For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages.
- For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage.

Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.

**(recommended)**

The last three sample items ask about supporting detail.

**Sample Item Shells**

What is the MAIN idea of the passage?

The passage is MAINLY about

What is the MAIN topic of the passage?

Which detail from the passage BEST supports the main idea?

According to the passage, why did Jerry confess that he lied?

What was the FIRST thing Glen did after he left the restaurant?

			Topic/Main Idea/Supporting Detail	
			R.5.1.4.10	

**Standard/Benchmark/Indicator**

R.5.1.4.11

▲ identifies the author's purpose (e.g., to persuade, to entertain, to inform).

**Explanation of Indicator**

The student understands why the author wrote the text (to persuade, to entertain, or to inform).

**Instructional Example**

Help the student create 3 charts (a separate chart for persuade, entertain, and inform). Each chart has one column labeled "If the Author Uses...". The chart is filled in as different texts are read. For example, the "persuade" chart might record, "If the author uses strong language and an arguing tone, the purpose would be to persuade." Additional characteristics are added as other texts are read.

**Test Specification Notes (official)**

- MC
- PB

Passage types: N, E, T, P

**(recommended)**

For first item sample, do not use that format after grade 5.

For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade).

If the CA is "to inform," do not use "to describe" as a distracter.

Interpret the e.g. lists as i.e. lists.

**Sample Item Shells**

The author's MAIN purpose for writing the passage is to

- M. inform.
  - N. persuade.
  - O. describe.
  - P. entertain.
- CA: D

What is the author's MAIN purpose for writing the passage?

- Q. to inform the reader about humpback whales
  - R. to entertain the reader with a story about humpback whales
  - S. to inform the reader about where to study humpback whales
  - T. to entertain the reader with a story about a girl who studies humpback whales
- CA: A

				Author's Purpose
				R.5.1.4.11

**Standard/Benchmark/Indicator**

R.5.1.4.15

▲distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.

**Explanation of Indicator**

The student understands the difference between fact and opinion and recognizes propaganda.

**Instructional Example**

Use advertising (commercials, magazine, newspaper ads) to help clarify for the student the author's use of propaganda as a sales technique.

**Test Specification Notes (official)**

- MC
- PB

Passage types: E, T, P

**(recommended)**

In the first sample item, ACs are exact sentences from the passage with quotation marks.

In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

**Sample Item Shells**

Which sentence from the passage is an opinion?

Which statement based on the passage is an opinion?

Fact and Opinion				
R.5.1.4.15				

**Standard/Benchmark/Indicator**

R.5.2.1.1

▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.

**Explanation of Indicator**

The student identifies the characters, tells about them, and explains their actions.

**Instructional Example**

The student role plays a character from a story. The roll playing should reveal the character's physical traits, personality traits, feelings about self and express the reasons for those actions during the story.

**Test Specification Notes (official)**

- MC and CR
  - PB
  - Passage types: N
  - Items may request to identify, to describe, or to explain, **not all three**.
- CR4A

**(recommended)**

n/a

**Sample Item Shells**

How did Cathy feel when Cindy left her in the park?

What about Tim made Conor trust him?

The MAIN reason Alex bought the car was to

	Character			
	R.5.2.1.1			

**Standard/Benchmark/Indicator**

R.5.2.1.2

▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

**Explanation of Indicator**

The student tells about the location and time of the story.

**Instructional Example**

Encourage the student to highlight or underline the vocabulary that implies the environment, time of day/year, historical period, culture, situation, or place.

**Test Specification Notes (official)**

- MC and CR
- PB
- Passage types: N
- Explaining the importance of the setting to the story or literary text can include explaining the influence of setting on various aspects of characters (e.g., their traits, feelings, actions, motives) and on events in the story (e.g., crisis/turning moment, climax, resolution).
- Items may request to identify, to describe or to explain, **not necessarily all three.**

CR4B

**(recommended)**

Do not ask about how much time has passed.

**Sample Item Shells**

What is the setting of the passage?

The passage takes place during which season?

Which BEST describes how the farm setting affects events in the passage?

	Setting			
	R.5.2.1.2			

**Standard/Benchmark/Indicator**

R.5.2.1.3

▲ identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).

**Explanation of Indicator**

The student identifies or describes the major conflict in a story and how it is resolved.

**Instructional Example**

Model the use of sticky notes as a strategy to help student label turning moments in a text. Selects a story and model for the student how to move through the text identifying and marking with a sticky note the problem or conflict, the climax, or the resolution in the text.

**Test Specification Notes (official)**

- MC and CR
- PB
- Passage types: N
- Items may request to identify or to describe, **not necessarily both.**

CR4C

**(recommended)**

The word “story” may be used if “passage” sounds awkward.

**Sample Item Shells**

The MAJOR conflict in the story is resolved when

What is the MAJOR conflict in the passage?

Which is the resolution of the story?

Which is the climax of the story?

		Plot		
		R.5.2.1.3		