# Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

Use the links below to access home pages for each grade level.

# Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

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Grades 9-10

**Grade 11-12** 

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

# **English Language Arts Foundational Practices**

- 1. Write, speak, read, and listen appropriately in all disciplines.
- 2. Seek out and work to understand diverse perspectives.
- 3. Use knowledge gained from literacy experiences to solve problems.
- 4. Create multimodal versions of texts for a range of purposes and audiences.
- 5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

# Kindergarten

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                         | W.K.1<br>W.K.4<br>W.K.7<br>W.K.10<br>W.K.12      | W.K.2<br>W.K.5<br>W.K.8<br>W.K.11     | W.K.3<br>W.K.6<br>W.K.9               |
|---|--|---------------------------------------|---------------------------------------|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.K.1<br>SL.K.4<br>SL.K.7                       | SL.K.2<br>SL.K.5<br>SL.K.8            | SL.K.3<br>SL.K.6                      |
| Reading: Foundational Print Concepts Phonological Awareness Phonics and Word Recognition Fluency  | RF.K.1<br>RF.K.2<br>RF.K.3<br>RF.K.4             |                                       |                                       |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Text Complexity       | RL.K.1<br>RL.K.4<br>RL.K.7<br>RL.K.10<br>RL.K.13 | RL.K.2<br>RL.K.5<br>RL.K.8<br>RL.K.11 | RL.K.3<br>RL.K.6<br>RL.K.9<br>RL.K.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Text Complexity | RI.K.1<br>RI.K.4<br>RI.K.7<br>RI.K.10<br>RI.K.13 | RI.K.2<br>RI.K.5<br>RI.K.8<br>RI.K.11 | RI.K.3<br>RI.K.6<br>RI.K.9<br>RI.K.12 |

#### **Text Types and Purposes** W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Production and Distribution of Writing** W.K.4 (Begins in grade 3) W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.9 (Begins in grade 4) Language in Writing W.K.10 Demonstrate command of the conventions of standards English grammar and usage when writing. W.K.10.a Print many upper and lowercase letters. Use frequently occurring nouns and verbs in writing. W.K.10.b W.K.10.c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). W.K.10.d Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). W.K.10.e Produce and expand complete sentences in shared language activities. W.K.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.K.11.a Capitalize the first word in a sentence and the pronoun I. W.K.11.b Recognize and name end punctuation. Write a letter or letters for most consonant and short vowel sounds. W.K.11.c W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

#### Range of Writing

W.K.12 (Begins in grade 3)

#### **Comprehension and Collaboration** SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.b Continue a conversation through multiple exchanges. SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas Use details to describe familiar people, places, things, or events with prompting and support. SL.K.4 SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak with appropriate volume, enunciation, and rate, or order to express thoughts, feelings, and ideas clearly. Language in Speaking and Listening

|        | Language ii | i opeaking and | Listering   |
|--------|-------------|----------------|---|
| SL.K.7 |             |                | command of the conventions of standards English grammar and usage when  |
|        |             | speaking.      |   |
|        |             | SL.K.7.a       | Use frequently occurring nouns and verbs in speech.   |
|        |             | SL.K.7.b       | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                               |
|        |             | SL.K.7.c       | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                          |
|        |             | SL.K.7.d       | Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). |
|        |             | SL.K.7.e       | Produce and expand complete sentences in shared language activities.  |
|        | SL.K.8      | Use words ar   | nd phrases acquired through conversations, reading, and through being read to.  |

# Kindergarten Reading: Foundational

#### **Print Concepts**

| RF.K.1 | Demonstrat | e understanding of the organization and basic features of print.                                     |
|--------|------------|--|
|        | RF.K.1.a   | Follow words from left to right, top to bottom, and page by page.                                    |
|        | RF.K.1.b   | Recognize that spoken words are represented in written language by specific sequences of letters.    |
|        | RF.K.1.c   | Understand that words are separated by spaces in print and can point with one-to-one correspondence. |
|        | RF.K.1.d   | Recognize and name all upper- and lowercase letters of the alphabet.                                 |

## **Phonological Awareness**

| RF.K.2 | Demonstrat | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |  |  |
|--------|------------|--|--|--|
|        | RF.K.2.a   | Recognize and produce rhyming words.   |  |  |
|        | RF.K.2.b   | Count, pronounce, blend, and segment syllables in spoken words.  |  |  |
|        | RF.K.2.c   | Blend and segment onsets and rimes of single-syllable spoken words.  |  |  |
|        | RF.K.2.d   | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC and in a with /// /ar / or /// |  |  |
|        |            | include CVC ending with /l/, /r/, or /x/.)   |  |  |
|        | RF.K.2.e   | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words   |  |  |

## **Phonics and Word Recognition**

| RF.K.3     | Know and a | pply grade-level phonics and word analysis skills in decoding words.  |
|------------|------------|---|
|            | RF.K.3.a   | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. |
|            | RF.K.3.b   | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  |
|            | RF.K.3.c   | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).   |
|            | RF.K.3.d   | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).                    |
| <b>-</b> 1 |            |   |

## **Fluency**

RF.K.4 Read emergent-reader texts with purpose and understanding.

# Kindergarten **Reading: Literature**

| Key Ideas   | and Details  |
|-------------|--|
| RL.K.1      | With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.2      | With prompting and support, retell familiar stories, including key details.  |
| RL.K.3      | With prompting and support, identify characters, settings, and major events in a story.                                  |
| Craft and   | Structure  |
| RL.K.4      | Ask and answer questions about unknown words in a text.  |
| RL.K.5      | Recognize common types of texts (e.g., storybooks, poems).   |
| RL.K.6      | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| Integration | n of Knowledge and Ideas   |

# 

| RL.K./ | With prompting and support, describe the relationship between illustrations and the story in |
|--------|--|
|        | which they appear (e.g., what moment in a story an illustration depicts).                    |
| RL.K.8 | (Not applicable for literature)  |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of           |
|        | characters in familiar stories.  |

## L

| Language in | Reading: Lite   | rature  |  |  |  |
|-------------|---|---|--|--|--|
| RL.K.10     | (Begins in Gr   | (Begins in Grade 2)   |  |  |  |
| RL.K.11     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based or |   |  |  |  |
|             | Kindergarten  | reading and content.  |  |  |  |
|             | RL.K.11.a   | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i> ).        |  |  |  |
|             | RL.K.11.b   | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |  |  |  |
| RL.K.12     | With guidanc  | e and support from adults, explore word relationships and nuances in word   |  |  |  |
|             | meanings.   |   |  |  |  |
|             | RL.K.12.a   | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                                 |  |  |  |
|             | RL.K.12.b   | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                              |  |  |  |
|             | RL.K.12.c   | Identify real-life connections between words and their use (e.g., note places at school that are colorful).   |  |  |  |
|             | RL.K.12.d   | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.         |  |  |  |

#### Range of Reading and Level of Text

Listen to high quality prose and poetry of appropriate complexity for Kindergarten. RL.K.13

# Kindergarten **Reading: Informational**

### **Key Ideas and Details**

RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Craft and Structure**

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or

information in a text.

#### Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which

they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on

the same topic (e.g., in illustrations, descriptions, or procedures).

#### Language in Reading: Informational

RI.K.10 (Begins in Grade 2.)

RI.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

Kindergarten reading and content.

RI.K.11.a Identify new meanings for familiar words and apply them accurately (e.g.,

knowing duck is a bird and learning the verb duck).

RI.K.11.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-,

pre-, -ful, -less) as a clue to the meaning of an unknown word.

RI.K.12 With guidance and support from adults, explore word relationships and nuances in word

meanings.

RI.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the

concepts the categories represent.

RI.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by

relating them to their opposites (antonyms).

RI.K.12.c Identify real-life connections between words and their use (e.g., note places at

school that are colorful).

RI.K.12.d Distinguish shades of meaning among verbs describing the same general action

(e.g., walk, march, strut, prance) by acting out the meanings.

#### Range of Reading and Level of Text

Actively engage in individual or group readings of informational text with purpose and RI.K.13

understanding.

#### W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

#### To address this standard, students *could*:

- State their opinions through writing, drawing, and speaking.
- Visit the library and answer questions about their book choices or preferences.

CL.W.p4.1

• Talk with peers about their favorite part of a book they have experienced through either read-aloud or independently.

# Kansas High School Graduates Can:

Use valid reasoning and relevant and sufficient evidence to support a written argument.

W.K.1

## Progression of Standard Across Grades

Uses a combination Use a combination of of drawing, dictating drawing, dictating, or emergent writing and writing to to express thoughts compose opinion and ideas. pieces in which, they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or

book (e.g., My

favorite book is . . .).

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.1





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#### Use a combination of drawing, dictating, and writing to compose W.K.2 informative/explanatory texts in which they name what they are writing about and supply some information about the topic. To address this standard, students could: Construct in a block center, then dictate, draw, or write about what they created or how they created their structure. Dictate, draw, or write about an animal they saw on a class trip to the zoo. Kansas High School Create coherent, well-organized explanatory texts to convey complex **Graduates Can:** ideas about a variety of topics. CL.W.p4.1 W.K.2 W.1.2 Uses a combination Use a combination of Write informative/ of drawing, dictating drawing, dictating, and explanatory texts in or emergent writing to writing to compose which they name a **Progression of** express thoughts and informative/explanatory topic, supply some **Standard Across** facts about the topic, ideas. texts in which they Grades name what they are and provide some writing about and sense of closure. supply some information about the

topic.

## W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### To address this standard, students could:

- Attend a school event such as a field day or school carnival, and share through drawing, dictating, and writing what they did and the events that occurred in sequence.
- Share through drawing, dictating, and writing the events in their school day.

CL.W.p4.1

#### Kansas High School Graduates Can:

Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

W.K.3

## Progression of Standard Across Grades

Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.















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| W.K.4                                       | (Begins in grade 3)   |                     |                     |
| To address this standa                      | rd, students <i>could</i> :   |                     |                     |
|   |   |                     |                     |
| Kansas High School<br>Graduates Can:        | Create texts appropriate for specific purposes, audiences, and tasks. |                     |                     |
|   |   |                     |                     |
|   |   | W.K.4               | <u>W.1.4</u>        |
| Progression of<br>Standard Across<br>Grades |   | (Begins in grade 3) | (Begins in grade 3) |

## W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### To address this standard, students *could*:

- Discuss work they produced with a peer or adult.
- Respond to questions about reasons why they chose to include or exclude certain details in their
- Make changes to original work based on ideas from peers or adults.

## Kansas High School **Graduates Can:**

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

W.K.5

## **Progression of Standard Across Grades**

CL.W.p4.3 With quidance and With guidance and support, responds to support from adults, questions and respond to questions and suggestions from suggestions and adds details to drawings or peers and add details to emergent writing as strengthen writing as needed. needed.

With guidance and support from adults, focus on a topic. respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.5







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### **W.K.6**

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### To address this standard, students could:

- Use a tablet or computer to produce drawing or writing that expresses thoughts and ideas.
- Explore apps that assist with organizing thoughts, giving and receiving feedback, and expressing thoughts and ideas.
- Follow a writing process that includes brainstorming, drafting, asking for feedback, and showcasing or printing off a final product.

# Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

|   | CL.W.p4.4  | W.K.6  | <u>W.1.6</u>   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task). | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

## <u>7</u>

## <u>8</u>

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# W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

#### To address this standard, students could:

- Research and learn about a specific animal, exploring both nonfiction and fictional works about that animal, then able to share their learning through producing original work in collaboration with peers.
- Collaborate with peers to produce an original writing about their learning using a file sharing platform.

## Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

W.K.7

## Progression of Standard Across Grades

Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).

CL.W.p4.5

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.7





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| writing  |  |   |   |  |  |
|--|--|---|---|--|--|
| W.K.8  | W.K.8  With guidance and support from adults, gather information from provided sources to answer a question. |   |   |  |  |
| To address this stand  | lard, students <i>could</i> :  |   |   |  |  |
| <ul> <li>Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.</li> <li>When given a variety of sources, determine which source would be best for answering a specific question. (e.g., If provided a book about pigs, cats, dogs, and squirrels, children would be able to identify that the book about dogs would be best for answering what puppies like to eat.)</li> </ul> |  |   |   |  |  |
| Kansas High School Graduates Can:  Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.   |  |   |   |  |  |
|  |  |   |   |  |  |
| CL.W.p4.6 <b>W.K.8</b> <u>W.1.8</u>  |  |   |   |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and support from adults, recalls information from experiences or gathers information from      | With guidance and support from adults, gather information from provided sources to answer a question. | With guidance and support from adults, recall information from experiences or gather information from |  |  |

provided sources to answer a question.

provided sources to

answer a question.

| W.K.9 (Begins in grade 4)  To address this standard, students <i>could</i> :  |  |                     |                     |
|---|--|---------------------|---------------------|
| Kansas High School Graduates Can:  Locate and use supportive and relevant evidence from a range of text types to strengthen original works. |  |                     |                     |
|   |  | W.K.9               | <u>W.1.9</u>        |
| Progression of<br>Standard Across<br>Grades   |  | (Begins in grade 4) | (Begins in grade 4) |

|   | Demonstrate command ousage when writing.  | f the conventions of standa  | rd English grammar and  |  |  |  |
|---|---|--|---|--|--|--|
| W.K.10                                      | <ul> <li>a. Print many upper and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs in writing.</li> <li>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ul> |  |   |  |  |  |
| To address this stand                       | ard, students <i>could</i> :  |  |   |  |  |  |
| has illustrated a                           | <ul> <li>Write the names of classmates in a collaboratively-created class book in which each student has illustrated a page.</li> <li>In collaboration with peers and adults, write a paragraph explaining the best part about being a Kindergartener.</li> </ul>   |  |   |  |  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use standard English grammar and usage when writing.   |  |   |  |  |  |
|   |   |  |   |  |  |  |
|   | CL.LS.p4.1 <b>W.K.10</b> <u>W.1.10</u>  |  |   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |  |  |  |

| W.K.11                                      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence and the pronoun <i>I</i> .  b. Recognize and name end punctuation.  c. Write a letter or letters for <i>most</i> consonant and short vowel sounds.  d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships. |   |   |  |
|---|--|---|---|--|
| To address this stand                       | •  | ound out words they wish to   | ouse, and try to snell  |  |
| them phonetical                             | y in order to make a mean<br>p accompany images or the   | ingful piece of writing.  | o use, and try to spen  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.  |   |   |  |
|   |  |   |   |  |
|   | CL.LS.p4.2   | W.K.11  | <u>W.1.11</u>   |  |
| Progression of<br>Standard Across<br>Grades | Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above to see details.) |  |

| W.K.12  | (Begins in grade 3) |                     |                     |
|---|---------------------|---------------------|---------------------|
| To address this standard, students <i>could</i> : |                     |                     |                     |
| Kansas High School<br>Graduates Can:              |                     |                     |                     |
|   |                     | W.K.12              | W.1.12              |
| Progression of<br>Standard Across<br>Grades       |                     | (Begins in grade 3) | (Begins in grade 3) |

|   | Participate in collaborative conversations about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups.   |   |   |  |  |  |
|---|--|---|---|--|--|--|
| SL.K.1  | <ul> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others<br/>and taking turns speaking about the topics and texts under<br/>discussion).</li> </ul>                               |   |   |  |  |  |
|   | b. Continue a conversation through multiple exchanges.   |   |   |  |  |  |
| To address this stand   | ard, students <i>could</i> :   |   |   |  |  |  |
| <ul> <li>Participate in listenii discussion topic.</li> </ul> | pair-share and turn-and-taing triads in order to practi  | ce listening, speaking, and   | d communicating a   |  |  |  |
| Kansas High School<br>Graduates Can:                          | Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view. |   |   |  |  |  |
|   |  |   |   |  |  |  |
|   | CL.SL.p4.1 SL.K.1 <u>SL.1.1</u>  |   |   |  |  |  |
| Progression of<br>Standard Across<br>Grades                   | Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and  | Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and | Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and |  |  |  |

larger groups.

large groups.

large groups.

#### Confirm understanding of a text read aloud or information presented orally SL.K.2 or through other media by asking and answering questions about key details and requesting clarification if something is not understood. To address this standard, students *could*: Ask questions to make sure their understanding is accurate. Use dramatic play or puppets to retell and recall key details of a story. Kansas High School Synthesize information presented in diverse media and formats, assessing **Graduates Can:** its relevance and accuracy according to purpose and audience. CL.SL.p4.2 SL.K.2 SL.1.2 Confirms understanding Confirm understanding Ask and answer of a text read aloud or of a text read aloud or questions about key details in a text read information presented information presented orally or through other orally or through other aloud or information **Progression of** media by asking and media by asking and presented orally or **Standard Across** answering reasoning answering questions through other media. **Grades** questions (e.g., why, about key details and how) about key details requesting clarification if something is not and requesting clarification if understood. something is not

understood.

| SL.K.3                                      | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.   |   |   |  |  |
|---|---|---|---|--|--|
| To address this stand                       | ard, students <i>could</i> :  |   |   |  |  |
| statements, explain                         | <ul> <li>Participate in a class meeting in which students must listen to peers' points of view, use I-statements, explain why a person might be upset, discuss and help to find a resolution.</li> <li>Participate in small group discussions to check understandings of a concept or idea</li> </ul> |   |   |  |  |
| Kansas High School<br>Graduates Can:        |   |   |   |  |  |
|   |   |   |   |  |  |
|   | CL.SL.p4.2  | SL.K.3  | <u>SL.1.3</u>   |  |  |
| Progression of<br>Standard Across<br>Grades | Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.  | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |  |

#### Use details to describe familiar people, places, things, and/or events with SL.K.4 prompting and support. To address this standard, students could: Use details to describe a family tradition or cultural custom. Use details to describe people and places in their community. Prepare a variety of presentations, each with a clear line of reasoning, Kansas High School meaningful organization, appropriate style, including information, findings, and **Graduates Can:** supporting evidence suitable to a specific purpose and audience. CL.Sl.p4.3 SL.K.4 SL.1.4 Uses some basic Use details to describe Use relevant details to familiar people, places, describe people, places, spatial (e.g., front/back, **Progression of** top/bottom) and things, and or events things, and events **Standard Across** temporal (e.g., first/last, with prompting and expressing ideas and Grades before/ after) concepts support. feelings clearly. to describe familiar people, places, things and events.

| opeaning and Listering  |  |  |  |  |  |
|---|--|--|--|--|--|
| SL.K.5  | Add drawings or other visual displays to descriptions as desired to provide additional detail. |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :   |  |  |  |  |
| <ul> <li>Produce physical or digital drawings depicting information described with detail.</li> <li>Cut out images from a magazine and use them to illustrate an idea.</li> </ul> |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | T DESCENSIONS IN AVNESS INFORMATION AND ADDADED AN ALIGIDADE S                                 |  |  |  |  |
|   |  |  |  |  |  |
|   | CL.SL.p4.4 SL.K.5 <u>SL.1.5</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Able to tell another person about what they have drawn.  | Add drawings or other visual displays to descriptions as desired to provide additional detail. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |  |

# Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly. To address this standard, students could: Use appropriate volume, enunciation, and rate in different places within the school (e.g., the lunchroom, the classroom, the hallway, the library, the playground). Use the appropriate voice for speaking in front of the class versus having a conversation with a table partner or student nearby. Kansas High School Graduates Can: CL.SL.p4.5 SL.K.6 SL.1.6

#### Speaks Speak with appropriate Produce complete **Progression of** understandably to volume, enunciation, sentences when **Standard Across** express ideas, and rate in order to appropriate to task and Grades feelings and needs. express thoughts, situation demonstrating feelings, and ideas proper usage of English grammar. clearly.

| Speaking and Listening                      |  |  |   |  |
|---|--|--|---|--|
| SL.K.7                                      | <ul> <li>Demonstrate command of the conventions of standards English grammar and usage when speaking.</li> <li>a. Use frequently occurring nouns and verbs in speech.</li> <li>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ul> |  |   |  |
| To address this stand                       | dard, students <i>could</i> :  |  |   |  |
| topics.  • Practice using a                 | ersations with peers and adults and ppropriate question words in sma   |  |   |  |
| Kansas High<br>School Graduates<br>Can:     | Accurately and effectively use standard English grammar and usage when speaking.   |  |   |  |
|   |  |  |   |  |
|   | CL.LS.p4.1   | SL.K.7   | <u>SL.1.7</u>   |  |
| Progression of<br>Standard Across<br>Grades | Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.  a. Prints some upper and lower-case letters. b. Uses frequently occurring nouns and verbs. c. Forms regular plural nouns orally by adding /s/ or /es/. d. Understands and uses most question words. e. Uses the many frequently occurring prepositions. f. Produces complete  | Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.) | Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more detail.) |  |

sentences in shared language activities.

| SL.K.8  | Use words and phrases acquired through conversations, reading, and through being read to.   |   |   |  |
|---|---|---|---|--|
| To address this stand   | ard, students <i>could</i> :  |   |   |  |
| <ul> <li>Engage in conversations with peers and adults in which the student is required to use newly-acquired or recently-learned words.</li> <li>Take note of words he/she hears that sound unfamiliar and use one or more strategies to determine the meaning of selected words.</li> </ul> |   |   |   |  |
| Kansas High School<br>Graduates Can:  | Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank. |   |   |  |
|   |   |   |   |  |
|   | CL.SL.p4.5  | SL.K.8  | <u>SL.1.8</u>   |  |
| Progression of<br>Standard Across<br>Grades   | With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.  | Use words and phrases acquired through conversations, reading, and through being read to. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships. |  |

# Kindergarten Reading: Foundational

| Print Concepts |  |  |
|----------------|--|--|
|                | Demonstrate understanding of the organization and basic features of print.   |  |
| RF.K.1         | <ul> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print and can point with one-to-one correspondence.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> |  |

- Participate in daily classroom routines that expose them to the print concepts listed above
- Say the letters that appear in their own names or the names of their classmates.
- Demonstrate to a classmate or an adult how a book would be read, showing that one would begin
  with the first page, follow the letters from left to right, turn pages, and finish the book by reading
  the final page.

|   | CL.F.p4.1  | RF.K.1  | <u>RF.1.1</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Demonstrates understanding of the organization and basic features of print.  a. Follows words from left to right, top to bottom and page by page.  b. Recognizes that spoken words are represented in written language by specific sequences of letter.  c. Recognizes that letters are grouped to form words. | Demonstrate understanding of the organization and basic features of print. (See details above.) | Demonstrate<br>understanding of the<br>organization and<br>basic features of<br>print. (Click link<br>above for details.) |

# Kindergarten

**Reading: Foundational** 

| Phonological Awareness |  |  |
|------------------------|--|--|
|                        | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |  |
| RF.K.2                 | <ul> <li>a. Recognize and produce rhyming words (if culturally appropriate).</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |  |

- Say all the sounds that are present in a single word.
- See how many different words they can make that end with the letters "AT" or another ending that could produce many one-syllable words.

|  | CL.F.p4.2   | RF.K.2  | RF.1.2   |
|--|---|---|--|
| Progression<br>of Standard<br>Across<br>Grades | Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):  a. Recognizes and produces rhyming words.  b. Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).  c. With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+/og/ = dog).  d. States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/). | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See details above.) | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Click link above for details.) |

# Kindergarten

Reading: Foundational

| Phonics and Word Recognition |   |  |  |  |  |
|------------------------------|---|--|--|--|--|
|                              | Know and apply grade-level phonics and word analysis skills in decoding words.  |  |  |  |  |
| RF.K.3                       | <ul><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li><li>b. Associate the long and short sounds with common spellings (graphemes)</li></ul> |  |  |  |  |
|                              | for the five major vowels.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the   |  |  |  |  |
|                              | letters that differ (e.g., bat/cat, bat/bit/, bat/bad).   |  |  |  |  |

- Begin to blend sounds in CVC words.
- Demonstrate that vowels can have a short sound or a long sound.

|   | CL.F.p4.3   | RF.K.3  | <u>RF.1.3</u>  |
|---|---|---|--|
| Progression of<br>Standard<br>Across Grades | Knows and applies age appropriate word analysis skills in decoding words.  a. Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. b. Identifies own name in print. c. Recognizes and "reads" familiar words or environmental print. | Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.) | Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.) |

# Kindergarten Reading: Foundational

| Fluency |  |  |  |  |
|---------|--|--|--|--|
| RF.K.4  | With prompting and support, read emergent-reader texts with purpose and understanding. |  |  |  |

- Engage in a gradual release of responsibility (teacher models, students read all together, students read with a partner, students read independently) when reading emergent-reader texts.
- Engage in repeated readings of the same passage or emergent-reader text over several days.

|   | CL.F.p3.4   | RF.K.4   | <u>RF.1.4</u>   |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading). | With prompting and support, read emergent-reader texts with purpose and understanding. | Read with sufficient accuracy and fluency to support comprehension. |

#### Kindergarten **Reading: Literature** With prompting and support, students will ask and answer questions RL.K.1 about key details in a text. To address this standard, students could: After a read-aloud, answer comprehension questions aloud. • Use details from illustrations, photographs, and graphics, etc., to ask and answer questions about key details. Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite Kansas High School specific textual evidence when writing or speaking to support conclusions **Graduates Can:** drawn from the text. CL.L.p4.1 RL.K.1 **RL.1.1** With prompting and With prompting and Ask and answer **Progression of** support, students will support, asks and questions about key **Standard Across** details in a text. answers questions ask and answer Grades questions about key about key details in a details in a text. text.

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#### **Reading: Literature** With prompting and support, retell familiar stories, including key details. RL.K.2 To address this standard, students could: Retell a story using puppets or props. Draw pictures representing the beginning, middle, and end of a story. Kansas High School Determine central ideas or themes of a text and analyze their development; **Graduates Can:** summarize the key supporting details and ideas. CL.L.p4.2 RL.K.2 **RL.1.2** With prompting and With prompting and Retell stories, including **Progression of** support, retells stories support, retell familiar key details, and **Standard Across** with increasing detail stories, including key demonstrate Grades understanding of their and accuracy. details. central message or

Kindergarten

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<u>4</u>

| <u>K</u>                                    | 1  | <u>2</u> |   |                | <u>6</u><br>ergarto<br>j: Litera | en        | <u>8</u>   | <u>9-10</u>       | <u>11-12</u>   |
|---|--|----------|---|----------------|----------------------------------|-----------|------------|-------------------|--|
| RL.K.3                                      |  |          | With prompting in a story.  | g and sup      | <i>port</i> , ide                | ntify cha | racters, s | settings,         | and major events   |
| To address                                  | this star  | nda      | rd, students  | could:         |                                  |           |            |                   |  |
|   | <ul> <li>Act out a story following a read aloud and identify the characters, the setting, and the major</li> </ul> |          |   |                |                                  |           |            |                   |  |
| Kansas High School<br>Graduates Can:        |  |          | Analyze elements of plot as they relate to the meaning of a text.   |                |                                  |           |            |                   |  |
|   |  |          |   |                |                                  |           |            |                   |  |
|   |  |          | CL.L.p4   | 1.3            |                                  | RL.K.     | 3          |                   | <u>RL.1.3</u>  |
| Progression of<br>Standard Across<br>Grades |  |          | With prompting support, ident characters, see and major ever story. | fies<br>ttings | suppoi<br>charac                 |           |            | setting<br>events | ribe character,<br>gs, and major<br>s in a story, using<br>etails. |

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten

Reading: Literature

#### RL.K.4

Ask and answer questions about unknown words in a text.

#### To address this standard, students could:

- Dictate, draw, or write about the feelings of a character in a story or poem.
- Act out the feelings of a character in a story or poem (e.g., Teacher asks students to show in a facial expression how a character feels.)

# Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

#### Progression of Standard Across Grades

| CL.L.p4.4   | RL.K.4  | <u>RL.1.4</u>   |
|---|---|---|
| Asks and answers questions about unknown words in a text. | Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Kindergarten Reading: Literature RL.K.5 Recognize common types of texts (e.g., storybooks, poems). To address this standard, students *could*: Select or identify a book that tells a story versus a book of poetry. Compare and contrast the features of a short story and a poem.

### Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

|   | CL.L.p4.5   | RL.K.5   | <u>RL.1.5</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). | Recognize common types of texts (e.g., storybooks, poems). | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |

#### **Reading: Literature** With prompting and support, name the author and illustrator of a story and RL.K.6 define the role of each in telling the story. To address this standard, students could: Learn about and explore the job of an author and the job of an illustrator. Collaborate to create a book in which one student is an author and one is an illustrator. **Kansas High School** Recognize that different perspectives can be presented in different ways for **Graduates Can:** different purposes. CL.L.p4.6 RL.K.6 RL.1.6 With prompting and With prompting and Identify who is telling **Progression of** support, can describe support, name the the story at various **Standard Across** author and illustrator of the role of an author points in a text. Grades and an illustrator. a story and define the role of each in telling the

story.

Kindergarten

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### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten

**Reading: Literature** 

#### RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### To address this standard, students could:

- Match illustrations to events and ideas in the text.
- Create an illustration based on a piece of text provided by the teacher.

# Kansas High School Graduates Can:

Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

#### Progression of Standard Across Grades

| CL.L.p4.7   | RL.K.7   | <u>RL.1.7</u>  |
|---|--|--|
| With prompting and support, uses the illustrations to retell major events in the story. | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Use illustrations and details in a story to describe its characters, setting, or events. |

4 5 6 7 8 9-10 11-12
Kindergarten
Reading: Literature <u>K</u> <u>1</u> <u>2</u> <u>3</u>

| RL.K.8                                      | (Not applicable for literature)  |                                 |                                 |
|---|--|---------------------------------|---------------------------------|
| To address this stand                       | To address this standard, students <i>could</i> :  |                                 |                                 |
|   |  |                                 |                                 |
| Kansas High School<br>Graduates Can:        | Follow the logic of an argument based on the validity of the claim and evidence presented. |                                 |                                 |
|   |  |                                 |                                 |
|   |  | RL.K.8                          | RL.1.8                          |
| Progression of<br>Standard Across<br>Grades |  | (Not applicable for literature) | (Not applicable for literature) |

#### Kindergarten **Reading: Literature** With prompting and support, compare and contrast the adventures and RL.K.9 experiences of characters in familiar stories. To address this standard, students could: Compare two stories about a similar theme in order to identify common experiences and ways characters deal with a common experience. • Compare two or more versions of a story, identifying similarities and differences between characters and their actions. Kansas High School Analyze how two or more texts address similar themes or topics in order to **Graduates Can:** build knowledge or to compare the approaches the authors take. CL.L.p4.8 RL.K.9 RL.1.9 With prompting and With prompting and Compare and contrast support, begins to support, compare and the adventures and **Progression of** contrast the adventures compare and contrast experiences of Standard Across the adventures and and experiences of characters in stories. Grades experiences of characters in familiar characters in familiar stories.

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stories.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

Kindergarten Reading: Literature

| RL.K.10   | (Begins in Grade 2.) |         |         |
|---|----------------------|---------|---------|
| To address this standard, students <i>could</i> : |                      |         |         |
| Kansas High School<br>Graduates Can:              |                      |         |         |
|   |                      |         |         |
|   |                      | RL.K.10 | RL.1.10 |
| Progression of<br>Standard Across<br>Grades       |                      |         |         |

#### K 2 11-12 1 8 9-10 Kindergarten **Reading: Literature** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately **RL.K.11** (e.g., knowing duck is a bird and learning the verb duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. To address this standard, students could: Work with peers to determine meanings of teacher-selected words *outside* of the context of a teacher-selected text; then work with peers to determine whether their meanings are correct, given the context of the text. Participate with peers in a think-aloud to determine how words with a specific affix affect the meaning of a text. Understand vocabulary and word use in a variety of contexts by consistently **Kansas High School** building knowledge of new words, as well as employing strategies for **Graduates Can:** determining meanings of unfamiliar words.

|   | CL.LS.p4.3   | RL.K.11   | <u>RL.1.11</u>   |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies. |

#### K 1 8 9-10 11-12 Kindergarten **Reading: Literature** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **RL.K.12** c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. To address this standard, students *could*: Participate with peers in an inductive reasoning activity to sort words associated with Kindergarten. Use color cards such as paint chip samples to identify different emotions demonstrated by characters in a text (e.g., pleased-light orange, happy-orange, thrilled-dark orange) Kansas High School Understand word meanings, and nuances in word meanings when reading. Graduates Can: CL.LS.p4.4 **RL.K.12 RL.1.12** With guidance and With guidance and With guidance and support, explores word support from adults, support from adults, relationships and explore word demonstrate relationships and understanding of word nuances in word nuances in word relationships and meanings. nuances in word meanings. (See details a. Demonstrates an above.) meanings. understanding of Progression of some frequently **Standard Across** occurring verbs and Grades adjectives by relating them to their

opposites.
b. Distinguishes

among some verbs describing the same general action by acting out the meanings.

#### K 1 2 <u>3</u> 8 7 9-10 11-12 Kindergarten **Reading: Literature** Listen to high quality prose and poetry of appropriate complexity for **RL.K.13** Kindergarten. To address this standard, students could: Participate in read alouds of increasingly complex text at or above Kindergarten level. Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student. **Kansas High School** Interpret meaning from a variety of texts on their own. **Graduates Can:**

#### CL.L.p4.9 **RL.K.13** RL.1.13 Actively engages in Listen to high quality With prompting and large and small group prose and poetry of support, read and appropriate complexity comprehend high reading activities with quality prose and poetry purpose and for Kindergarten. **Progression of** understanding (e.g., of appropriate **Standard Across** asks for a favorite book quantitative and Grades to be read, participates qualitative complexity in reciting rhymes and for Grade 1. finger plays using accompanying gestures).

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Kindergarten Reading: Informational

#### With prompting and support, ask and answer questions about key details in a RI.K.1 To address this standard, students *could*: Answer comprehension questions aloud after participating in a read aloud activity. Refer to illustrations, photographs, and graphics, etc., to ask and answer key detail questions. Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific **Kansas High School Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. CL.IT.p4.1 RI.K.1 **RI.1.1** With prompting and With prompting and Ask and answer **Progression of** support, ask and support, ask and questions about key **Standard Across** answer questions about answer questions about details in a text. Grades key details in a text. key details in a text.

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten Reading: Informational

|  | Reading: II  | ntormational  |   |
|--|--|---|---|
| RI.K.2   | With prompting and support, identify the main topic and retell key details of a text.                                      |   |   |
| To address this stand  | lard, students <i>could</i> :  |   |   |
| <ul> <li>Retell a peer or adult how something works based on a text read aloud.</li> <li>Draw a diagram to explain a key idea or concept from a text.</li> </ul> |  |   |   |
| Kansas High School<br>Graduates Can:   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |   |   |
|  |  |   |   |
|  | CL.IT.p4.2   | RI.K.2  | <u>RI.1.2</u>   |
| Progression of<br>Standard Across<br>Grades  | With prompting and support, retells key details of a text.   | With prompting and support, identify the main topic and retell key details of a text. | Identify the main topic and retell key details of a text. |

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten Reading: Informational

| RI.K.3   | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |   |
|--|---|--|---|
| To address this stand  | ard, students <i>could</i> :  |  |   |
| <ul> <li>Describe the connection between two individuals (who).</li> <li>Describe the connection between major events (what, how, why).</li> </ul> |   |  |   |
| Kansas High School<br>Graduates Can:   | Extract meaning and purpose from informational text by analyzing its structure and organization.                                |  |   |
|  |   |  |   |
|  | CL.IT.p4.3  | RI.K.3   | <u>RI.1.3</u>   |
| Progression of<br>Standard Across<br>Grades  | With prompting and support, describes the connection between two events or pieces of information in a text.                     | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Kindergarten Reading: Informational

|  | 11000011119111   |   |   |
|--|--|---|---|
| RI.K.4   | With prompting and support, ask and answer questions about unknown words in a text.  |   |   |
| To address this stand  | ard, students <i>could</i> :   |   |   |
| <ul> <li>Dictate, draw, or write about the feelings of a primary figure included in a text.</li> <li>Use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words.</li> </ul> |  |   |   |
| Kansas High School<br>Graduates Can:   | Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text. |   |   |
|  |  |   |   |
|  | CL.IT.p4.4   | RI.K.4  | <u>RI.1.4</u>   |
| Progression of<br>Standard Across<br>Grades  | With prompting and support, asks and answers questions about unknown words in a text.  | With prompting and support, ask and answer questions about unknown words in a text. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Kindergarten Reading: Informational

|  | rtodanig. n  | Hormational   |  |
|--|--|---|--|
| RI.K.5   | Identify the front cover, back cover, and title page of a book.  |   |  |
| To address this stand  | ard, students <i>could</i> :   |   |  |
| <ul> <li>Show a peer or adult a front cover, back cover, and title page.</li> <li>Talk with peers about the purpose of a front cover.</li> </ul> |  |   |  |
| Kansas High School<br>Graduates Can:   | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning. |   |  |
|  |  |   |  |
|  | CL.IT.p4.5   | RI.K.5  | <u>RI.1.5</u>  |
| Progression of<br>Standard Across<br>Grades  | Identifies the front cover, back cover and title page of a book.   | Identify the front cover, back cover, and title page of a book. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a |

text.

# K 1 2 3 4 5 6 7 8 9-10 11-12 Kindergarten Reading: Informational Name the author and illustrator of a text and define the role of each in

## To address this standard, students *could*:

• Learn about and explore the job of an author and the job of an illustrator.

CL.IT.P6

• Collaborate to create a book in which one student is an author and one is an illustrator.

presenting the ideas or information in a text.

# Kansas High School Graduates Can:

RI.K.6

Recognize that different perspectives can be presented in different ways for different purposes.

RI.K.6

#### Progression of Standard Across Grades

With prompting and support, describes the role of an author and an illustrator.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.6** 

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten

Reading: Informational

#### RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### To address this standard, students could:

- Match illustrations to events and ideas in the text.
- Create an illustration based on a piece of text provided by the teacher.

#### Kansas High School Graduates Can:

Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

place, thing, or idea in the text an illustration

depicts).

#### Progression of Standard Across Grades

With prompting and support, use the illustrations to identify key details in the story.

CL.IT.p4.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,

#### K 1 2 <u>3</u> 8 9-10 11-12 Kindergarten **Reading: Informational** With prompting and support, identify the reasons an author gives to support RI.K.8 points in a text. To address this standard, students could: Identify through drawing, dictating, or writing the reasons why an animal might be considered dangerous, based on a text. • Identify reasons given in a text for why it is important to learn about fire safety.

# Kansas High School Graduates Can:

Follow the logic of an argument based on the validity of the claim and evidence presented.

RI.K.8

#### Progression of Standard Across Grades

With prompting and support, answers "why" questions based on information presented in the text.

With prompting and support, identify the reasons an author gives to support points in a text.

CL.IT.p4.8

Identify the reasons an author gives to support points in a text.

**RI.1.8** 

#### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten

Reading: Informational

#### RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### To address this standard, students could:

- Talk with peers about the differences in the ways two texts address a single topic.
- Collaborate with peers to create a chart or graphic to show information learned from one resource compared to information learned from resource about the same topic.

## Kansas High School Graduates Can:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Progression of Standard Across Grades

With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

CL.IT.p4.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.1.9** 

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Kindergarten Reading: Informational

| RI.K.10   | (Begins in Grade 2) |         |         |
|---|---------------------|---------|---------|
| To address this standard, students <i>could</i> : |                     |         |         |
| Kansas High School<br>Graduates Can:              |                     |         |         |
|   |                     |         |         |
|   |                     | RI.K.10 | RI.1.10 |
| Progression of<br>Standard Across<br>Grades       |                     |         |         |

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Kindergarten

Reading: Informational

| RI.K.11 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
|---------|---|
|---------|---|

#### To address this standard, students could:

- Engage in a shared reading of a Kindergarten-friendly version of an article about a current problem in the world, and discuss specific words with frequently-occurring affixes and how those affixes impact meaning.
- Use pictures paired with words that have multiple meanings (e.g., an image of a tree with orange and red leaves next to the word "fall" and an image of someone stumbling next to the word "fall") to select which of two words would be most appropriate in a series of sentences with contexts that clearly would use one or the other.

# Kansas High School Graduates Can:

Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

|   | CL.LS.p3   | RI.K.11  | <u>RI.1.11</u>   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. (See above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies. (Click link above for details.) |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

Kindergarten
Reading: Informational

#### **RI.K.12**

With guidance and support from adults, explore word relationships and nuances in word meanings.

#### To address this standard, students *could*:

- Participate with peers in an inductive reasoning activity to sort words associated with an engaging social studies topic.
- Engage with peers to describe an image of an animal using as specific language as possible, with questioning and prompting from peers and adults to guide the description toward greater specificity.

# Kansas High School Graduates Can:

Understand word meanings, and nuances in word meanings when reading.

|   | CL.LS.p4.4   | RI.K.12   | <u>RI.1.12</u>   |
|---|--|---|--|
|   | With guidance and support, explores word relationships and nuances in word meanings.                                   | With guidance and support from adults, explore word relationships and nuances in word meanings. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word |
| Progression of<br>Standard Across<br>Grades | a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites |   | meanings.  |
|   | b. Distinguishes among some verbs describing the same general action by acting out the meanings.                       |   |  |

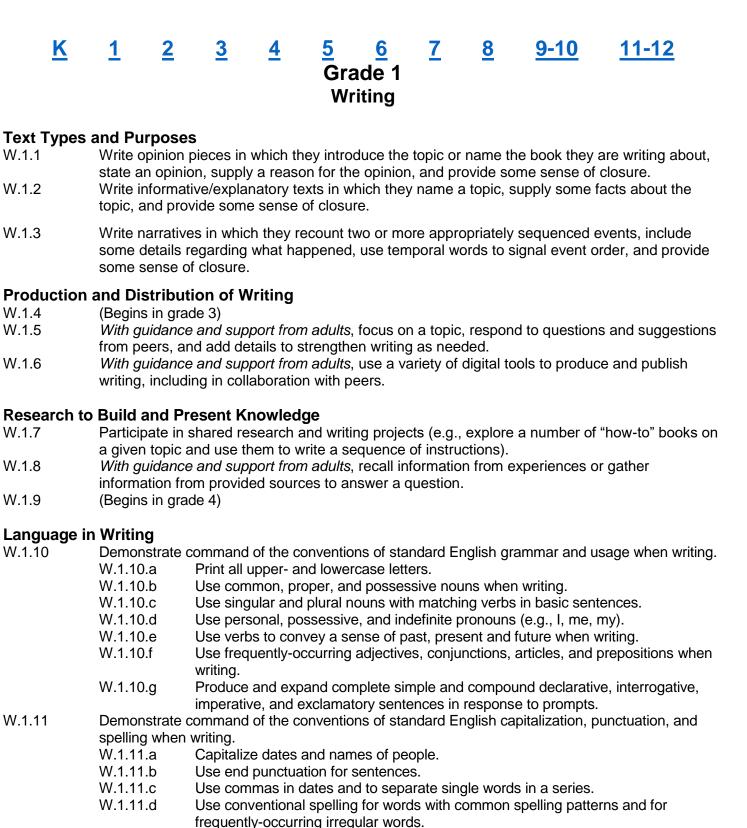
#### K 1 2 8 <u>3</u> 9-10 11-12 Kindergarten **Reading: Informational** Actively engage in individual or group readings of informational text with **RI.K.13** purpose and understanding. To address this standard, students *could*: • Visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them. • Select a book or article to read (or to have an adult read to them) based on a personal interest or a desire or need to know something. **Kansas High School** Interpret meaning from a variety of informational texts. **Graduates Can:** CL.IT.p4.10 **RI.K.13** RI.1.13

#### With prompting and Actively engages in Actively engage in large and small group individual or group support, read high reading activities with readings of quality prose and **Progression of** purpose and informational text with poetry of appropriate **Standard Across** quantitative and understanding (e.g., purpose and Grades asks for a favorite book understanding. qualitative complexity for Grade 1. to be read, makes appropriate noises for different animals or vehicles).

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                         | W.1.1<br>W.1.4<br>W.1.7<br>W.1.10<br>W.1.12      | W.1.2<br>W.1.5<br>W.1.8<br>W.1.11     | <u>W.1.3</u><br><u>W.1.6</u><br><u>W.1.9</u> |
|---|--|---------------------------------------|--|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.1.1<br>SL.1.4<br>SL.1.7                       | SL.1.2<br>SL.1.5<br>SL.1.8            | SL.1.3<br>SL.1.6                             |
| Reading: Foundational Print Concepts Phonological Awareness Phonics and Word Recognition Fluency  | RF.1.1<br>RF.1.2<br>RF.1.3<br>RF.1.4             |                                       |  |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Text Complexity       | RL.1.1<br>RL.1.4<br>RL.1.7<br>RL.1.10<br>RL.1.13 | RL.1.2<br>RL.1.5<br>RL.1.8<br>RL.1.11 | RL.1.3<br>RL.1.6<br>RL.1.9<br>RL.1.12        |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Text Complexity | RI.1.1<br>RI.1.4<br>RI.1.7<br>RI.1.10<br>RI.1.13 | RI.1.2<br>RI.1.5<br>RI.1.8<br>RI.1.11 | RI.1.3<br>RI.1.6<br>RI.1.9<br>RI.1.12        |



Spell untaught words phonetically, drawing on phonemic awareness and

#### Range of Writing

W.1.12 (Begins in grade 3)

W.1.11.e

spelling conventions.

#### **Speaking and Listening**

#### **Comprehension and Collaboration**

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and large groups.
  - SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

- SL.1.4 Use relevant details to describe people, places, things, and events, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.

#### Language in Speaking and Listening

- SL.1.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.1.7.a Use common, proper, and possessive nouns when speaking.
  - SL.1.7.b Use singular and plural nouns with matching verbs in basic sentences when speaking.
  - SL.1.7.c Use personal, possessive, and indefinite pronouns when speaking.
  - SL.1.7.d Use verbs to convey a sense of past, present, and future when speaking.
  - SL.1.7.e Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.
  - SL.1.7.f Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- SL.1.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships (e.g., because).

| <u>K</u>  | 1 2  | <u>3</u>  | <u>4</u>    | <u>5</u><br>Grad | <u>6</u><br>de 1 | <u>7</u>  | 8         | <u>9-10</u>  | <u>11-12</u>                        |  |  |  |
|---|--|---|-------------|------------------|------------------|-----------|-----------|--------------|-------------------------------------|--|--|--|
|   |  |   | Readir      | ոց։ Fo           | unda             | ational   |           |              |                                     |  |  |  |
| Print Concepts  |  |   |             |                  |                  |           |           |              |                                     |  |  |  |
| RF.1.1  | Demonstrate understanding of the organization and basic features of print. |   |             |                  |                  |           |           |              |                                     |  |  |  |
|   | RF.1.1.a   |   | strate boo  |                  |                  |           | _         |              |                                     |  |  |  |
|   | RF.1.1.b   | RF.1.1.b Have an understanding of important reading terminology (e.g., word(s), |             |                  |                  |           |           |              |                                     |  |  |  |
|   |  | letter(s), beginning of sentence, top of the page, bottom of the page).         |             |                  |                  |           |           |              |                                     |  |  |  |
|   | RF.1.1.c   | _   |             | _                | _                |           | of a ser  | ntence (e.g. | , first word,                       |  |  |  |
|   |  | capitali  | zation, end | ding pu          | nctuat           | ion).     |           |              |                                     |  |  |  |
| Dhanalariad Awaranaa  |  |   |             |                  |                  |           |           |              |                                     |  |  |  |
| Phonological Awareness RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes. |  |   |             |                  |                  |           |           |              |                                     |  |  |  |
| Kr.1.2  | RF.1.2.a   |   | _           | •                |                  | -         |           | •            |                                     |  |  |  |
|   | RF.1.2.a<br>RF.1.2.b   | _   | _           |                  |                  |           |           |              | e-syllable words.<br>les, including |  |  |  |
|   | KF.1.2.0   | • •   | ant blends  |                  | liable           | words b   | y biena   | ing phonem   | les, including                      |  |  |  |
|   | RF.1.2.c   |   |             |                  | al me            | dial vow  | el and    | final phone  | mes in spoken                       |  |  |  |
|   | 141.11.2.0   |   | syllable wo |                  | ai, iiio         | aiai vov  | oi, and   | mai priorio  | moo in oponon                       |  |  |  |
|   | RF.1.2.d   | _   | ,           |                  | /llable          | words i   | nto thei  | r complete s | sequence of                         |  |  |  |
|   |  | •   | ial phonen  |                  |                  |           |           |              |                                     |  |  |  |
| Phonics an  | d Word Re  |   | •           |                  |                  |           |           |              |                                     |  |  |  |
| RF.1.3  | Know and   | apply grad  | le-level ph | onics a          | and wo           | ord analy | ysis skil | ls in decodi | ng words.                           |  |  |  |
|   |  |   |             |                  |                  |           |           |              |                                     |  |  |  |
|   | RF.1.3.a   |   |             | spelling         | corre            | sponde    | nces foi  | r common c   | onsonant                            |  |  |  |
|   |  | digraph   |             |                  | _                |           | _         |              |                                     |  |  |  |
|   | RF.1.3.b   |   | eregularly  | •                |                  | •         |           | ,            |                                     |  |  |  |
|   | RF.1.3.c   |   |             | comm             | on vo            | wel tean  | n patter  | ns for repre | senting long                        |  |  |  |
|   | רבים א   | vowel s   |             | 201 01/0         | بالبحياة         | سيمم ملمه | ot bovo   | a vavval aav | und to determine                    |  |  |  |
|   | RF.1.3.d   |   | nber of syl |                  |                  |           |           | a vower soc  | und to determine                    |  |  |  |
|   | RF.1.3.e   |   | •           |                  |                  |           |           | ords by brea | king the words                      |  |  |  |
|   | 141 .1.5.6   | into syl  | •           | 13 10 00         | couc             | two-syn   | able we   | nus by biea  | iking the words                     |  |  |  |
|   | RF.1.3.f   | •   |             | inflectio        | onal ei          | ndinas (  | e.a. ma   | akes, walke  | d, ended, played,                   |  |  |  |
|   |  | going).   | ordo mar    |                  | orial of         | ilanigo ( | o.g.,     | anoo, wanto  | a, chaca, playea,                   |  |  |  |
|   | RF.1.3.g   | · · · · · · · · · · · · · · · · · · ·   | nize and re | ad gra           | de-apı           | propriate | e words   | i.           |                                     |  |  |  |
| Fluency   | - 3  | 3   |             | 3                | 1                |           |           |              |                                     |  |  |  |
| RF.1.4  | Read with  | sufficient a  | accuracy a  | nd flue          | ncy to           | suppor    | t compr   | ehension.    |                                     |  |  |  |
|   | RF.1.4.a   | Read o  | n-level tex | t with r         | nurnos           | e and u   | ndersta   | ndina        |                                     |  |  |  |
|   | RF.1.4.b   |   |             | -                | -                |           |           | _            | and expression                      |  |  |  |
|   |  |   | cessive rea | -                |                  | .500100)  | ,, 42210  | priato rato, | aa 0//p10001011                     |  |  |  |
|   | RF.1.4.c   |   |             |                  | r self-          | correct v | word red  | cognition an | nd understanding,                   |  |  |  |
|   |  |   | ng as nece  |                  |                  |           |           | <b>J</b>     |                                     |  |  |  |
|   |  |   | J           | ,                |                  |           |           |              |                                     |  |  |  |
|   |  |   |             |                  |                  |           |           |              |                                     |  |  |  |

| <u>K</u>              | 1 2                    | <u>3</u>      | <u>4</u><br>Re | <u>5</u><br>Gra<br>ading: | <u>6</u><br>ide 1<br>Litera | 7<br>nture | 8          | <u>9-10</u>    | <u>11-12</u>          |  |  |  |
|-----------------------|------------------------|---------------|----------------|---------------------------|-----------------------------|------------|------------|----------------|-----------------------|--|--|--|
| Key Ideas and Details |                        |               |                |                           |                             |            |            |                |                       |  |  |  |
| RL.1.1<br>RL.1.2      | ,                      |               |                |                           |                             |            |            |                |                       |  |  |  |
|                       | message o              |               | ng koy c       | aotano, e                 | ana aon                     | ioriotia   | io arraoi  | otarianig of   | aron corna            |  |  |  |
| RL.1.3                | Describe cl            | naracter, s   | settings,      | and ma                    | ajor ever                   | nts in a   | story, u   | sing key de    | tails.                |  |  |  |
| Craft and S           | Structure              |               |                |                           |                             |            |            |                |                       |  |  |  |
| RL.1.4                | Identify wo            | ds and ph     | nrases ir      | n stories                 | or poer                     | ms that    | sugges     | t feelings o   | appeal to the         |  |  |  |
| RL.1.5                | senses.<br>Explain ma  | ior differe   | nces be        | tween b                   | ooks tha                    | at tell st | tories ar  | nd books tha   | at dive               |  |  |  |
|                       | information            | •             |                |                           |                             |            |            |                | at give               |  |  |  |
| RL.1.6                | Identify who           | o is telling  | the stor       | ry at var                 | ious poi                    | nts in a   | text.      |                |                       |  |  |  |
|                       |                        |               |                |                           |                             |            |            |                |                       |  |  |  |
| _                     | of Knowledg            |               |                |                           |                             |            |            |                |                       |  |  |  |
| RL.1.7                | Use illustra           | tions and     | details i      | n a stor                  | y to des                    | cribe its  | s charac   | cters, setting | g, or events.         |  |  |  |
| RL.1.8                | (Not applica           | able for lite | erature)       |                           |                             |            |            |                |                       |  |  |  |
| RL.1.9                | Compare a              | nd contra     | st the ac      | dventure                  | es and e                    | xperier    | nces of o  | characters in  | n stories.            |  |  |  |
| Language              | in Reading: L          | iterature     |                |                           |                             |            |            |                |                       |  |  |  |
| RL.1.10               | (Begins in (           |               |                |                           |                             |            |            |                |                       |  |  |  |
| RL.1.11               |                        | •             |                | _                         |                             |            |            | •              | ng words and          |  |  |  |
|                       | •                      | sed on Gr     | ade 1 re       | eading a                  | nd conte                    | ent, cho   | osing fl   | exibly from a  | a variety of          |  |  |  |
|                       | strategies.            | Usa sa        | . 4 1          |                           | 44                          | 1 4        | . 41       |                |                       |  |  |  |
|                       | RL.1.11.a<br>RL.1.11.b |               |                |                           |                             |            |            | eaning of a v  | word.<br>of a word or |  |  |  |
|                       | IXL. 1.11.D            | phrase.       |                | occurrin                  | y anixes                    | s as a C   | านธ เบ แ   | ie meaning     | oi a woiu Ui          |  |  |  |
|                       | RL.1.11.c              | •             |                | ıtly-occu                 | rring roo                   | ot words   | s (e.g., l | ook) and the   | eir inflectional      |  |  |  |
|                       |                        | forms (e      | e.g., lool     | ks, looke                 | ed, looki                   | ng).       |            | ,              |                       |  |  |  |
| RL.1.12               | , <u> </u>             |               |                |                           |                             |            |            |                |                       |  |  |  |

#### RL.1.1 and nuances in word meanings.

- RL.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.
- RL.1.12.b Define words by category and by one or more key attributes.
- Identify real-life connections between words and their uses. RL.1.12.c
- Distinguish shades of meaning among verbs differing in manner by defining RL.1.12.d or choosing them or by acting out the meanings.

#### Range of Reading and Level of Text

RL.1.13 With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

| <u>K</u>   | 1 2                                       | 2 3                                      |  | 5 6<br>Grade 1<br>ling: Inform                     | 7<br>nationa        |            | <u>9-10</u> | <u>11-12</u>                      |  |  |  |
|--|---|--|--|--|---------------------|------------|-------------|-----------------------------------|--|--|--|
| <ul> <li>Key Ideas and Details</li> <li>RI.1.1 Ask and answer questions about key details in a text.</li> <li>RI.1.2 Identify the main topic and retell key details of a text.</li> <li>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>  |   |  |  |  |                     |            |             |                                   |  |  |  |
| Craft and Structure  RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries,  |   |  |  |  |                     |            |             |                                   |  |  |  |
| RI.1.6   | Distinguis                                | h betwee                                 | n informat   | cate key facts<br>ion provided b<br>ords in a text | y illustra          |            |             | nics and                          |  |  |  |
| Integration<br>RI.1.7<br>RI.1.8<br>RI.1.9  | Use the ill<br>Identify th<br>Identify ba | lustrations<br>le reasons<br>asic simila | and deta<br>an autho<br>rities in ar   |  | port poin<br>betwee | nts in a t | ext.        | ame topic (e.g.,                  |  |  |  |
| in illustrations, descriptions, or procedures).  Language in Reading: Informational  RI.1.10 (Begins in Grade 2)  RI.1.11 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.  RI.1.11.a Use sentence-level context as a clue to the meaning of a word.  RI.1.11.b Use frequently-occurring affixes as a clue to the meaning of a word or phrase.  RI.1.11.c Identify frequently-occurring root words (e.g., look) and their inflectional |   |  |  |  |                     |            |             | word. of a word or                |  |  |  |
| RI.1.12  | With guida<br>and nuand<br>RI.1.12.a      | ance and ces in wor                      | support from the support of the supp | js.  | nonstrate           |            | -           | vord relationships the categories |  |  |  |

#### Range of Reading and Level of Text

RI.1.12.b

RI.1.12.c RI.1.12.d

RI.1.13 With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.

or choosing them or by acting out the meanings.

Define words by category and by one or more key attributes.

Distinguish shades of meaning among verbs differing in manner by defining

Identify real-life connections between words and their uses.

# Grade 1 Writing

#### W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### To address this standard, students *could*:

- Sort written statements by fact and opinion.
- State their opinion and provide support for that opinion.

# Kansas High School Graduates Can:

Use valid reasoning and relevant and sufficient evidence to support a written argument.

W.1.1

#### Progression of Standard Across Grades

Use a combination of drawing, dictating, and writing to compose opinion pieces in which, they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.1

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | <u>9-10</u> | 11-12 |
|---|---|---|---|---|---|---|---|---|-------------|-------|
|   |   |   |   |   |   |   |   |   |             |       |

#### Grade 1 Writing

| W.1.2   | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.                    |  |   |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|
| To address this stand   | ard, students <i>could</i> :   |  |   |  |  |  |  |  |  |
| <ul> <li>Explain or provide information through writing or drawing.</li> <li>Interview a classmate and use the information provided to create a short biography about the classmate.</li> </ul> |  |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.   |  |   |  |  |  |  |  |  |
|   |  |  |   |  |  |  |  |  |  |
|   | <u>W.K.2</u>   | W.1.2  | <u>W.2.2</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply | Write informative/<br>explanatory texts in<br>which they name a<br>topic, supply some<br>facts about the topic,<br>and provide some<br>sense of closure. | Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |  |  |  |  |  |  |

some information about the topic.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1 Writing

#### W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### To address this standard, students *could*:

- Write about a typical day, following a sequence of events from the time the student wakes up in the morning to the time he or she goes to sleep.
- Write a story from the perspective of a favorite animal and include details about what that animal might do first, second, third, etc., in a particular situation.

# Kansas High School Graduates Can:

Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

W.1.3

#### Progression of Standard Across Grades

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.3

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          |          | Gra      | ade 1    |          |          |             |              |
|          |          |          |          |          | ١٨/.     | ritina   |          |          |             |              |

|   | VV  | riting              |                     |  |  |  |  |  |  |  |
|---|---|---------------------|---------------------|--|--|--|--|--|--|--|
| W.1.4   | (Begins in grade 3)   |                     |                     |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |   |                     |                     |  |  |  |  |  |  |  |
|   |   |                     |                     |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Create texts appropriate for specific purposes, audiences, and tasks. |                     |                     |  |  |  |  |  |  |  |
|   |   |                     |                     |  |  |  |  |  |  |  |
|   | W.K.4   | W.1.4               | W.2.4               |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 3)   | (Begins in grade 3) | (Begins in grade 3) |  |  |  |  |  |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1 Writing

#### W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### To address this standard, students could:

- Write an original work about a topic of personal interest.
- Discuss work they produced with a peer or adult.
- Respond to questions about reasons for including specific details, and make changes to original work based on ideas from peers or adults.

# Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

#### Progression of Standard Across Grades

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

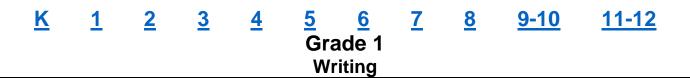
W.2.5

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 1 Writing

#### With guidance and support from adults, use a variety of digital tools to W.1.6 produce and publish writing, including in collaboration with peers. To address this standard, students could: Use online document sharing tools to collaborate with peers on a piece of writing. Use word processing software to produce a final copy of a piece of writing. Kansas High School Effectively use a variety of digital tools to produce original works both **Graduates Can:** independently and collaboratively. W.1.6 W.K.6 W.2.6 With guidance and With guidance and With guidance and support from adults, support from adults, use support from adults, Progression of explore a variety of a variety of digital tools use a variety of digital **Standard Across** digital tools to produce to produce and publish tools to produce and Grades and publish writing, publish writing, writing, including in including in collaboration with including in collaboration with collaboration with peers.

peers.

peers.



To address this standard, students could:

Work collaboratively with peers to produce a piece of writing.

instructions).

 Explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.

# Kansas High School Graduates Can:

W.1.7

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Participate in shared research and writing projects (e.g., explore a number of

"how-to" books on a given topic and use them to write a sequence of

### Progression of Standard Across Grades

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.7

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### Grade 1 Writing

#### W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### To address this standard, students could:

- Brainstorm appropriate sources of information with peers.
- Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.

#### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

#### Progression of Standard Across Grades

**W.K.8** W.1.8 With guidance and With guidance and support from adults, support from adults, recall information from recall information from experiences or gather experiences or gather information from information from provided sources to provided sources to answer a question. answer a question.

Recall information from experiences or gather information from provided sources to answer a question.

W.2.8

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          |          | Gra      | ade 1    |          |          |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

|   | VVI  | iting               |                     |  |  |  |  |  |
|---|--|---------------------|---------------------|--|--|--|--|--|
| W.1.9   | (Begins in grade 4)  |                     |                     |  |  |  |  |  |
| To address this standard, students <i>could</i> : |  |                     |                     |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Locate and use supportive and relevant evidence from a range of text types to strengthen original works. |                     |                     |  |  |  |  |  |
|   | W.K.9  | W.1.9               | W.2.9               |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 4)  | (Begins in grade 4) | (Begins in grade 4) |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
| Grade 1  |          |          |          |          |          |          |          |          |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

|        | <u> </u>   |
|--------|--|
|        | Demonstrate command of the conventions of standard English grammar and   |
|        | usage when writing.  |
|        | a. Print all upper- and lowercase letters.                               |
|        | b. Use common, proper, and possessive nouns when writing.                |
|        | c. Use singular and plural nouns with matching verbs in basic sentences. |
| W.1.10 | d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my).  |
|        | e. Use verbs to convey a sense of past, present and future when writing. |
|        | f. Use frequently-occurring adjectives, conjunctions, articles, and      |
|        | prepositions when writing.   |
|        | g. Produce and expand complete simple and compound declarative,          |
|        | interrogative, imperative, and exclamatory sentences in response to      |
|        | prompts.   |
|        | · · · · · · · · · · · · · · · · · · ·                                    |

#### To address this standard, students could:

- Write a short letter to a peer or adult explaining a personal goal and the reasons for their personal goal.
- With prompting and support from peers or adults, practice adding words to a simple sentence in order to make it more clear or meaningful for readers.

| <b>Kansas High</b> | <b>School</b> |
|--------------------|---------------|
| Graduates          | Can:          |

Accurately and effectively use standard English grammar and usage when writing.

|                 | <u>W.K.10</u>                               | W.1.10                                    | <u>W.2.10</u>                               |
|-----------------|---|---|---|
| Progression of  | Demonstrate command of the conventions of   | Demonstrate command of the conventions of | Demonstrate command of the conventions of   |
| Standard Across | standard English                            | standard English                          | standard English                            |
| Grades          | grammar and usage when writing. (Click link | grammar and usage when writing. (See      | grammar and usage when writing. (Click link |
|                 | above for details.)                         | details above.)                           | above for details.)                         |

| <u>K</u>        | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |  |
|-----------------|--|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|--|
| Grade 1 Writing |  |          |          |          |          |          |          |          |             |              |  |
|                 | Demonstrate command of the conventions of standard English capitalizat punctuation, and spelling when writing. |          |          |          |          |          |          |          |             |              |  |

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 Capitalize dates and names of people.
 Use end punctuation for sentences.
 Use commas in dates and to separate single words in a series.
 Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.
 Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### To address this standard, students could:

- Participate in a self-evaluation process in which they check for capitalization or punctuation errors in their written work with help from a teacher-created model, rubric, or other guiding document.
- Interview a peer or adult about a topic of interest to the student, and make simple notes about what the interviewee says, sounding out unfamiliar words in order to write and spell them phonetically.

| Kansas | High  | School |
|--------|-------|--------|
| Gradu  | ıates | Can:   |

Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

|   | <u>W.K.11</u>  | W.1.11  | <u>W.2.11</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   | _        |          | Gra      | ade 1    |          | _ |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

|   | ***  | ııııg               |                     |  |  |  |  |  |
|---|--|---------------------|---------------------|--|--|--|--|--|
| W.1.12  | (Begins in grade 3)  |                     |                     |  |  |  |  |  |
| To address this standard, students <i>could</i> : |  |                     |                     |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Write routinely over varied time frames for a range of tasks, purposes, and audiences. |                     |                     |  |  |  |  |  |
|   |  |                     |                     |  |  |  |  |  |
|   | <u>W.K.12</u>  | W.1.12              | <u>W.2.12</u>       |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 3)  | (Begins in grade 3) | (Begins in grade 3) |  |  |  |  |  |

## K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 1 Speaking and Listening

|  | Speaking a  | na Listening                                    |   |  |  |  |  |  |
|--|---|---|---|--|--|--|--|--|
|  | Participate in collaborative conversations with diverse partners about<br>Grade 1 topics and texts with peers and adults in small and large groups. |   |   |  |  |  |  |  |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts undiscussion. |   |   |   |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |   |   |  |  |  |  |  |
| Ask questions to cle   | rith appropriate volume, ra<br>ear up any confusion abou<br>nterest or a topic within a c   | t the topics and texts und                      | er discussion.                                  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Kansas High School Engage in civil discourse, and express original ideas professionally,  |   |   |  |  |  |  |  |
|  |   |   |   |  |  |  |  |  |
|  | <u>SL.K.1</u>   | SL.1.1  | <u>SL.2.1</u>                                   |  |  |  |  |  |
| Progression of   | Participate in collaborative conversations with   | Participate in collaborative conversations with | Participate in collaborative conversations with |  |  |  |  |  |

#### Progression of Standard Across Grades

Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.

Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

Participate in collaborative conversations with diverse partners about *Grade 2 and texts* with peers and adults in small and larger groups.

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1 Speaking and Listening

| SL.1.2   | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |   |  |  |
|--|--|---|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Participate in a read-aloud and construct clarifying questions independently or collaboratively.</li> <li>Monitor their own understanding by discussing their ideas with peers, and ask questions to make sure their understanding is accurate.</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:   | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.   |   |  |  |
|  | SL.K.2   | SL.1.2  | <u>SL.2.2</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Recount or describe<br>key ideas or details<br>from a text read aloud<br>or information<br>presented orally or<br>through other media. |  |

## K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 1 Speaking and Listening Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Participate in a literature circle or group discussion of a text.
- Construct questions intended to gain more information from a speaker about a topic.

| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.        |   |   |  |  |  |
|---|---|---|---|--|--|--|
|   |   |   |   |  |  |  |
|   | <u>SL.K.3</u>   | SL.1.3  | <u>SL.2.3</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |  |  |  |

#### K 2 1 <u>3</u> 7 8 9-10 11-12 Grade 1 **Speaking and Listening** Use relevant details to describe people, places, things, and events expressing **SL.1.4** ideas and feelings clearly. To address this standard, students *could*: Use details to describe a favorite family member, a favorite place, or a favorite food. Describe an object using details and have a peer identify what object is being described. Prepare a variety of presentations, each with a clear line of reasoning, Kansas High School meaningful organization, appropriate style, including information, findings, and **Graduates Can:** supporting evidence suitable to a specific purpose and audience.

#### **SL.1.4** SL.K.4 SL.2.4 Use relevant details to Tell a story or recount an describe people, experience with Use details to describe **Progression of** places, things, and appropriate facts and familiar people, places, **Standard Across** events expressing relevant, descriptive things, and or events Grades ideas and feelings details, speaking with with prompting and clearly. appropriate volume, support. enunciation, and rate in coherent sentences.

#### **Speaking and Listening** Add drawings or other visual displays to descriptions when appropriate to **SL.1.5** clarify ideas, thoughts, and feelings. To address this standard, students could: Produce physical or digital drawings depicting information described with detail. Select appropriate visuals to accompany an oral presentation. Strategically incorporate appropriate digital and graphic elements into Kansas High School presentations to express information and enhance an audience's **Graduates Can:** understanding. **SL.1.5 SL.2.5** SL.K.5 Add drawings or other Add drawings or other Create audio recordings visual displays to visual displays to of stories or poems; add **Progression of** descriptions as descriptions when drawings or other visual **Standard Across** desired to provide appropriate to clarify displays to stories or **Grades** additional detail. ideas, thoughts, and recounts of experiences feelings. when appropriate to clarify ideas, thoughts,

Grade 1

8

7

9-10

and feelings.

11-12

K

1

2

<u>3</u>

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

#### **Speaking and Listening**

To address this standard, students *could*:

- Practice adjusting volume and rate of speech in different context (e.g., making announcements over the school's intercom system, walking down the hallway while other classes are in session, playing with friends at recess or during a break).
- Participate in a small group discussion and work to explain thoughts and ideas clearly to their peers within the discussion.

thoughts, feelings, and ideas clearly.

#### Kansas High School Graduates Can:

**SL.1.6** 

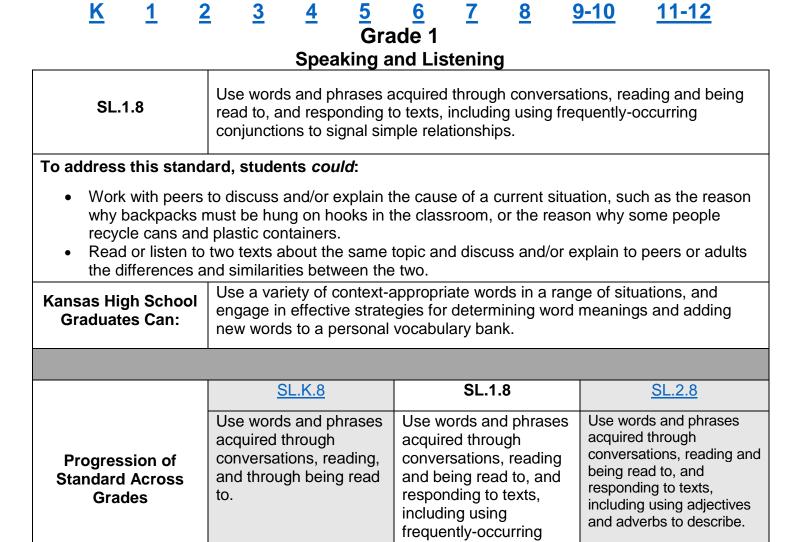
Effectively adapt speech to fit a variety of contexts and communication situations.

Speak with appropriate volume, enunciation, and rate in order to express

#### Progression of Standard Across Grades

| <u>SL.K.6</u>  | SL.1.6  | <u>SL.2.6</u>  |
|--|---|--|
| Speak audibly and express thoughts, feelings, and ideas clearly. | Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly. | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

| <u>K</u> <u>1</u> <u>2</u>  | <u>3</u>   | <u>4</u> <u>5</u>                | <u>6</u>  | <u>7</u>           | <u>8</u>   | <u>9-10</u> | <u>11-12</u>                      |
|---|--|----------------------------------|-----------|--------------------|------------|-------------|-----------------------------------|
|   |  |                                  | ade 1     |                    |            |             |                                   |
|   |  | Speaking a                       |           |                    |            |             |                                   |
|   |  |                                  | of the co | nventio            | ns of star | ndard Eng   | llish grammar and                 |
|   | usage whe  |                                  | per and   | l nosses           | ssive nou  | ıns when s  | speaking                          |
|   | <ul><li>a. Use common, proper, and possessive nouns when speaking.</li><li>b. Use singular and plural nouns with matching verbs in basic sentences</li></ul> |                                  |           |                    |            |             |                                   |
|   | whei   | n speaking.                      |           |                    |            |             |                                   |
| SL.1.7  |  | •                                |           |                    |            |             | when speaking.                    |
| OL: III   |  | verbs to con\<br>king.           | ey a sei  | nse or p           | ast, pres  | ent, and t  | uture wnen                        |
|   | •  | frequently-oc                    | curring a | adjective          | es, conju  | nctions, a  | rticles, and                      |
|   | prep   | ositions wher                    | n speakii | ng.                | -          |             |                                   |
|   |  | y produce an                     |           |                    |            |             |                                   |
|   |  | arative, interro<br>onse to prom | •         | ımperat            | live, and  | exclamato   | ory sentences in                  |
| To address this stand   |  | •                                | pis.      |                    |            |             |                                   |
|   |  |                                  |           |                    |            | _           |                                   |
| Explain to a blind     appropriate from   | •  |                                  | _         |                    | •          |             |                                   |
| appropriate, freq<br>appropriate lang   |  |                                  |           |                    | articles,  | prepositio  | ins, and other                    |
| Work with peers   | _  |                                  |           |                    | c phenon   | nenon, us   | ing declarative,                  |
|   |  | •                                |           |                    | der to co  | mplete the  | e explanation and                 |
| make it engaging for peers and other listeners/viewers.   |  |                                  |           |                    |            |             |                                   |
| Kansas High School Accurately and effectively use standard English grammar and usage when   |  |                                  |           |                    |            |             |                                   |
| Graduates Can: speaking.  |  |                                  |           |                    |            |             |                                   |
|   |  |                                  |           |                    |            |             |                                   |
|   | SL   | .K.7                             |           | SL.1               | .7         |             | <u>SL.2.7</u>                     |
| Progression of  | Demonstrat   | e command                        | Demor     | nstrate (          | command    | Demo        | nstrate command                   |
| Standard Across   | of the conve   |                                  |           | conven             |            |             | conventions of                    |
| Grades  | standards E  | •                                |           | ard Engl           |            |             | ard English                       |
|   | grammar ai   |                                  |           | nar and<br>speakin |            | _           | nar and usage<br>speaking. (Click |
| when speaking. (Click link above for details.) when speaking. (See details above.) when speaking. (Click link above for details.) |  |                                  |           |                    |            |             |                                   |
| initiable is detailed, assume assume, initiable is detailed,  |  |                                  |           |                    |            |             |                                   |



conjunctions to signal simple relationships.

#### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 1

**Reading: Foundational** 

| Print Concepts  |  |  |  |  |
|---|--|--|--|--|
|   | Demonstrate understanding of the organization and basic features of print. |  |  |  |
| a. Demonstrate book orientation knowledge. b. Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom the page). c. Recognize the distinguishing features of a sentence (e.g., first wo capitalization, ending punctuation). |  |  |  |  |

- Manipulate on-screen features using basic aspects of print in order to complete an activity.
- Construct and deconstruct the parts of a sentence.

|   | <u>RF.K.1</u>  | RF.1.1  | RF.2.1         |
|---|--|---|----------------|
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of the organization and basic features of print. | Demonstrate<br>understanding of the<br>organization and basic<br>features of print. | Not applicable |

#### <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>11-12</u> <u>7</u> 8 <u>9-10</u> Grade 1

#### **Reading: Foundational**

| Phonological Awareness |   |  |  |
|------------------------|---|--|--|
| RF.1.2                 | <ul> <li>Demonstrate understanding of spoken words, syllables, and phonemes.</li> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending phonemes, including consonant blends.</li> <li>c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.</li> <li>d. Orally segment single-syllable words into their complete sequence of individual phonemes.</li> </ul> |  |  |
| 1                      |   |  |  |

- Use manipulatives to represent sounds in word. Clap to produce the syllable sounds they hear in words.

|   | <u>RF.K.2</u>  | RF.1.2  | RF.2.2         |
|---|--|---|----------------|
| Progression of<br>Standard Across<br>Grades | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and sounds<br>(phonemes). | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and<br>phonemes. | Not applicable |

### <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

#### **Reading: Foundational**

| into syllables. f. Read words with inflectional endings (e.g., makes, walked, ended,  | Phonics and Word Recognition |   |  |  |
|---|------------------------------|---|--|--|
| digraphs.  b. Decode regularly spelled one-syllable words.  c. Know final -e and common vowel team patterns for representing long vowel sounds.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Use vowel patterns to decode two-syllable words by breaking the words into syllables.  f. Read words with inflectional endings (e.g., makes, walked, ended, |                              | , , , , ,   |  |  |
| g. Recognize and read grade-appropriate words.  | RF.1.3                       | <ul> <li>digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team patterns for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Use vowel patterns to decode two-syllable words by breaking the words into syllables.</li> <li>f. Read words with inflectional endings (e.g., makes, walked, ended, played, going).</li> </ul> |  |  |

- Use whiteboards, smartboards, device apps, or chalkboards to sound-spell words orally dictated by the teacher.
- Label vowel patterns within words.
- Use manipulatives to separate words into syllable parts.

|   | <u>RF.K.3</u>  | RF.1.3   | <u>RF.2.3</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

**Reading: Foundational** 

# Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Read a variety of on-level texts with peers in small groups or partners.
- Provide feedback to their peers to help them improve their rate, expression, and accuracy.
- Record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction.

|   | <u>RF.K.4</u>  | RF.1.4  | <u>RF.2.4</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Read emergent-<br>reader texts with<br>purpose and<br>understanding. | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. |

| Grade 1  Reading: Literature  |  |   |   |  |  |
|---|--|---|---|--|--|
| RL.1.1  | 1 Ask and answer questions about key details in a text.  |   |   |  |  |
| To address this stand   | ard, students <i>could</i> :                             |   |   |  |  |
| <ul> <li>Identify key details that describe a character.</li> <li>Construct statements and questions that cause a peer or adult to build a deeper understanding of a text.</li> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul> |  |   |   |  |  |
| Kansas High School Graduates Can:  Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                                 |  |   |   |  |  |
|   |  |   |   |  |  |
|   | <u>RL.K.1</u>  | RL.1.1  | <u>RL.2.1</u>   |  |  |
| Progression of<br>Standard Across   | With prompting and support, students will ask and answer | Ask and answer questions about key details in a text. | Ask and answer such questions as who, what, where, when, why, and |  |  |

details in a text.

ask and answer

questions about key details in a text.

11-12

where, when, why, and

how to demonstrate understanding of key details in a text.

9-10

K

Grades

|    | <u>K</u>                                    | 1                   | <u>2</u> | <u>3</u>    |   | Gra     | <u>6</u><br>ade 1<br>: Litera                          |                              | <u>8</u> | <u>9-10</u>                | <u>11-12</u>  |  |  |
|----|---|---------------------|----------|-------------|---|---------|--|------------------------------|----------|----------------------------|---|--|--|
|    | RL.1  | 1.2                 |          |             |   | ing k   | ey detai   |                              | demons   | trate unde                 | erstanding of their   |  |  |
| То | address                                     | this stan           | daı      | d, studer   | nts <i>could</i> :                        |         |  |                              |          |                            |   |  |  |
| •  | Identify k                                  | ey details          | in       | a text that | middle, an<br>they read<br>d the text t   | or th   | nat was r  |                              |          | wants the                  | e reader to learn.  |  |  |
|    | nsas Hig<br>Graduate                        | gh Schoo<br>es Can: |          |             | central id<br>the key s                   |         |  |                              |          | •                          | neir development;   |  |  |
|    |   |                     |          |             |   |         |  |                              |          |                            |   |  |  |
|    |   |                     | T        | RL          | K.2                                       |         |  | RL.1.2                       | 2        |                            | RL.2.2  |  |  |
|    | Progression of<br>Standard Across<br>Grades |                     | ,        | support, re | pting and<br>etell familia<br>cluding key | ar<br>y | Retell stokey deta<br>demonst<br>understa<br>central n | ils, and<br>rate<br>inding o | of their | includ<br>folkta<br>cultur | Recount stories,<br>including fables and<br>folktales from diverse<br>cultures, and determine<br>their central message, |  |  |

lesson.

lesson, or moral.

| <u>K</u>           | 1   | 2                  | <u>3</u>  | _  | Gr                  | 6<br>ade 1<br>g: Litera | _      | <u>8</u>  | <u>9-1</u> | <u>0</u> <u>11-12</u>         |      |
|--------------------|---|--------------------|---|--|---------------------|-------------------------|--------|---|------------|-------------------------------|------|
| RL.                | 1.3   |                    | Describe (  |  |                     |                         |        | r events  | s in a sto | ory, using key detail         | ils. |
| To address         | this sta                                    | nda                | rd, studeı  | nts cou  | ıld:                |                         |        |   |            |                               |      |
| where, w  Traw a p | hy, and loicture of draw the                | how<br>a ch<br>cha |   | nd eithe<br>way the  | er write<br>ey did. | or explain              | the ke | ey detai  | ls from    | a text that caused of a text. | ,    |
|                    |   | d                  |   |  |                     |                         |        |   |            |                               |      |
|                    |   |                    | <u>R</u>  | L.K.3  |                     |                         | RL.1.  | 3   |            | RL.2.3                        |      |
| Standard           | Progression of<br>Standard Across<br>Grades |                    | With prom<br>support, ic<br>characters<br>and major | Describe characters, settings, and major events in a story, using key details. |                     |                         |        | escribe how<br>aracters in a story<br>spond to major<br>rents and challenge | es.        |                               |      |

story.

#### K <u>1</u> 2 <u>3</u> 8 9-10 11-12 <u>7</u> Grade 1 **Reading: Literature RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. To address this standard, students could: • Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about unknown words. Collaborate with peers to create a list of words that suggest feelings, and refer back to these words when interpreting feelings that emerge in stories and poems.

Identify the five senses and words that appeal to the senses.

#### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|   | <u>RL.K.4</u>   | RL.1.4  | <u>RL.2.4</u>  |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Ask and answer questions about unknown words in a text. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Describe how words<br>and phrases (e.g.,<br>regular beats,<br>alliteration, rhymes,<br>repeated lines)<br>supply rhythm and<br>meaning in a story,<br>poem, or song. |

K 2 1 7 8 9-10 11-12 Grade 1 **Reading: Literature** Explain major differences between books that tell stories and books that give **RL.1.5** 

#### information, drawing on a wide reading of a range of text types. To address this standard, students could:

- Discuss with peers and adults the distinguishing features of fiction texts and nonfiction texts.
- Sort a set of books into fiction or nonfiction piles.
- Discuss with peers and adults situations in which one might wish to read a fiction text and those in which one might wish to read a nonfiction text.

#### **Kansas High School Graduates Can:**

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

**RL.2.5** 

#### Progression of **Standard Across** Grades

**RL.1.5** RL.K.5 Recognize common Explain major Describe the overall types of texts (e.g., differences between structure of a story, storybooks, poems). books that tell stories including describing and books that give how the beginning information, drawing on introduces the story and a wide reading of a the ending concludes range of text types. the action.

#### <u>2</u> <u>3</u> <u>K</u> <u>1</u> 9-10 11-12 <u>7</u> 8 **Grade 1 Reading: Literature RL.1.6** Identify who is telling the story at various points in a text. To address this standard, students could: Identify whether a character or a narrator is telling the story. Read a text in which the narrator changes at one or many points in the text, and discuss with peers or adults how readers know the narrator changes. Recognize that different perspectives can be presented in different ways for **Kansas High School Graduates Can:** different purposes.

|                 | <u>RL.K.6</u>             | RL.1.6                      | <u>RL.2.6</u>             |
|-----------------|---------------------------|-----------------------------|---------------------------|
|                 | With prompting and        | Identify who is telling the | Acknowledge               |
| Progression of  | support, name the         | story at various points in  | differences in the points |
| Standard Across | author and illustrator of | a text.                     | of view of characters,    |
| Grades          | a story and define the    |                             | including by speaking in  |
|                 | role of each in telling   |                             | a different voice for     |
|                 | the story.                |                             | each character when       |
|                 |                           |                             | reading dialogue aloud.   |

K 1 2 8 11-12 <u>3</u> 7 9-10 Grade 1 **Reading: Literature** Use illustrations and details in a story to describe its characters, setting, or **RL.1.7** events. To address this standard, students could: Match illustrations to events and ideas in the text. Identify story elements in the illustrations. Adjust their reading to accommodate non-print formats (illustrations, graphs, **Kansas High School Graduates Can:** video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades

RL.K.7 **RL.1.7 RL.2.7** With prompting and Use illustrations and Use information gained support, describe the from the illustrations details in a story to relationship between describe its characters, and words in a print or illustrations and the setting, or events. digital text to story in which they demonstrate appear (e.g., what understanding of its moment in a story an characters, setting, or illustration depicts). plot.

 $\frac{K}{}$   $\frac{1}{}$   $\frac{2}{}$   $\frac{3}{}$   $\frac{4}{}$   $\frac{5}{}$   $\frac{6}{}$   $\frac{7}{}$   $\frac{8}{}$   $\frac{9-10}{}$   $\frac{11-12}{}$ 

Reading: Literature

|   | <u>J</u>                                       |   |                                 |  |  |  |  |  |  |  |  |
|---|--|---|---------------------------------|--|--|--|--|--|--|--|--|
| RL.1.8                                      | (Not applicable for literate                   | ure)  |                                 |  |  |  |  |  |  |  |  |
| To address this stand                       | address this standard, students <i>could</i> : |   |                                 |  |  |  |  |  |  |  |  |
|   |  |   |                                 |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | ,  | ccommodate non-print form print formats, in order to ur | ` .                             |  |  |  |  |  |  |  |  |
|   |  |   |                                 |  |  |  |  |  |  |  |  |
|   | RL.K.8   | RL.1.8  | <u>RL.2.8</u>                   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Not applicable for literature)                | (Not applicable for literature)                         | (Not applicable for literature) |  |  |  |  |  |  |  |  |

|   | Reading   | ı: Literature  |  |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|--|--|
| RL.1.9  | Compare and contrast the stories.   | he adventures and experier   | nces of characters in  |  |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |   |  |  |  |  |  |  |  |  |  |  |
| experiences of one                                | situation in a story.   | d differences between two of stories, and how they are                                 |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              |   | re texts address similar ther<br>ompare the approaches the                             |  |  |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |  |  |  |
|   | <u>RL.K.9</u>   | RL.1.9   | <u>RL.2.9</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | With prompting and support, compare and contrast the adventures and experiences of characters in familiar | Compare and contrast<br>the adventures and<br>experiences of<br>characters in stories. | Compare and contrast<br>two or more versions of<br>the same story (e.g.,<br>Cinderella stories) by<br>different authors or from<br>different cultures. |  |  |  |  |  |  |  |  |

stories.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 1 <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

Reading: Literature

| RL.1.10                                     | (Begins in Grade 2)           |         |                |
|---|-------------------------------|---------|----------------|
| To address this stand                       | lard, students <i>could</i> : |         |                |
| Kansas High School<br>Graduates Can:        |                               |         |                |
|   |                               |         |                |
|   | RL.K.10                       | RL.1.10 | <u>RL.2.10</u> |
| Progression of<br>Standard Across<br>Grades |                               |         |                |

#### K 8 1 2 7 9-10 11-12 Grade 1 **Reading: Literature** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. **RL.1.11** b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). To address this standard, students could: Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading. Using a literary text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes. Understand vocabulary and word use in a variety of contexts by consistently **Kansas High School** building knowledge of new words, as well as employing strategies for **Graduates Can:** determining meanings of unfamiliar words. **RL.1.11**

#### **RL.K.11** RL.2.11 Determine or clarify the Determine or clarify the Determine or clarify the meaning of unknown meaning of unknown meaning of unknown and multiple-meaning words and multipleand multiple-meaning **Progression of** words and phrases meaning words and words and phrases **Standard Across** based on Kindergarten phrases based on Grade based on Grade 2 **Grades** reading and content. 1 reading and content, reading and content, (Click link above for choosing flexibly from a choosing flexibly from a details.) variety of strategies. variety of strategies. (See details above.) (Click link above for details.)

| <u>K</u>   | 1 2        | <u>3</u>   |   |                   | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |  |  |  |  |
|--|------------|--|---|-------------------|----------|----------|-------------|--------------|--|--|--|--|
|  |            |  | Gra<br>Reading  | ade 1<br>: Litera | iture    |          |             |              |  |  |  |  |
| With guidance and support from adults, demonstrate understanding of work relationships and nuances in word meanings.  a. Sort words into categories to gain a sense of the concepts the categories represent.  b. Define words by category and by one or more key attributes.  c. Identify real-life connections between words and their uses.  d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings. |            |  |   |                   |          |          |             |              |  |  |  |  |
| To address   | this stand | lard, stude  | nts <i>could</i> :  |                   |          |          |             |              |  |  |  |  |
| emoti<br>• Read  | ons or cha | racteristics of the contract o | ed to qualities of two or more characters in a literary text to show what acteristics specific characters are intended to represent. It different kinds of families, and brainstorm with peers to identify words amilies. |                   |          |          |             |              |  |  |  |  |
| Kansas Hig<br>Graduate   |            | Understand word meanings, and nuances in word meanings when readi  |   |                   |          |          |             |              |  |  |  |  |
|  |            |  |   |                   |          |          |             |              |  |  |  |  |
|  |            | RI   | L.K.12  |                   | RL.1.    | 12       |             | RL.2.12      |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  |            | With guidance and support from adults, explore word relationships and nuances in word meanings. (Click link above for more details.)  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word above for details.)   |   |                   |          |          |             |              |  |  |  |  |

| ļ                            | <u>K</u>  | 1                       | 2 | <u>3</u>   | _                | Gr       | <u>6</u><br>ade 1<br>: Litera  |                              | <u>8</u>                             | 9-1                            | <u>0</u>                                 | <u>11-12</u>  |                       |  |
|------------------------------|---|-------------------------|---|--|------------------|----------|--|------------------------------|--------------------------------------|--------------------------------|--|---|-----------------------|--|
|                              | With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1. |                         |   |  |                  |          |  |                              |                                      |                                |  |   |                       |  |
| Part leve     Sele deperment | level, in accordance with the text complexity triangle.   |                         |   |  |                  |          |  |                              |                                      |                                |  |   |                       |  |
|                              |   |                         |   |  |                  |          |  |                              |                                      |                                |  |   |                       |  |
|                              |   |                         |   | R  | L.K.13           |          |  | RL.1                         | 13                                   |                                |  | RL.2.13   |                       |  |
| Stan                         | _   | sion of<br>Across<br>es | , | Actively e<br>group rea<br>with purpo<br>understar | ding actorse and | tivities | support comproduction of the c | etry of<br>oriate qualitativ | and<br>nigh<br>s, prose<br>uantitati | hiq<br>pr<br>ap<br>ar<br>ve co | gh qua<br>ose an<br>propriand<br>nd qual | d compre<br>dity drama<br>nd poetry<br>ate quant<br>litative<br>ity for Gra | as,<br>of<br>titative |  |

| <u>K</u>  | 1  | <u>2</u>                    | <u>3</u>           | _       | Gr       | <u>6</u><br>ade 1<br>Informa   |        | _         | 9-10      | <u>11-12</u>  |  |  |
|---|--|-----------------------------|--------------------|---------|----------|--|--------|-----------|-----------|---|--|--|
| RI.1  | RI.1.1 Ask and answer questions about key details in a text.   |                             |                    |         |          |  |        |           |           |   |  |  |
| To address this standard, students <i>could</i> : |  |                             |                    |         |          |  |        |           |           |   |  |  |
| question Use text                                 | <ul> <li>Identify key details in a text and use those key details to construct meaningful statements and questions.</li> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul> |                             |                    |         |          |  |        |           |           |   |  |  |
| Kansas Hig<br>Graduate                            |  | ol wh                       | nat the to         | ext say | s explic | itly and t   | o make | e logical | inference | rder to determine<br>es; cite specific<br>clusions drawn from |  |  |
|   |  |                             |                    |         |          |  |        |           |           |   |  |  |
|   |  |                             | R                  | RI.K.1  |          |  | RI.1   | .1        |           | <u>RI.2.1</u>   |  |  |
| Progress<br>Standard<br>Grad                      | su<br>ar   | <i>pport</i> , a<br>swer qu | sk and<br>lestions | about   | questic  | With prompting and support, ask and answer questions about key details in a text.  Ask and answer questions about key details in a text.  Ask and answer questions about key details in a text.  What, when what, who demonstrate understand details in a de |        |           |           |   |  |  |

| <u>K</u>                           | 1   | <u>2</u> <u>3</u>  |                          | Gra     | <u>6</u><br>ade 1<br>nforma |          |         | <u>9-10</u> | <u>11-12</u>  |  |  |  |  |
|------------------------------------|---|--|--------------------------|---------|-----------------------------|----------|---------|-------------|---|--|--|--|--|
| RI.1.                              | RI.1.2 Identify the main topic and retell key details of a text.  To address this standard, students <i>could</i> : |  |                          |         |                             |          |         |             |   |  |  |  |  |
| To address                         | this stan   | dard, stud   | ents cou                 | ld:     |                             |          |         |             |   |  |  |  |  |
| Restate t                          | he main t   | ing an infor<br>opic – "the<br>ndent read  | gist," the               | "main i | dea" – of                   | a text t | o peers | or adults   | following a read  |  |  |  |  |
| Kansas Hig<br>Graduate             |   |  | ne central<br>ize the ke |         |                             |          |         | •           | neir development;   |  |  |  |  |
|                                    |   |  |                          |         |                             |          |         |             |   |  |  |  |  |
| <u>RI.K.2</u> RI.1.2 <u>RI.2.2</u> |   |  |                          |         |                             |          |         |             |   |  |  |  |  |
| Progress<br>Standard<br>Grad       | Across  | support, identify the main topic and retell key details of a text.  and retell key details of a multi-part text as well a text of specific part of specific parts. |                          |         |                             |          |         |             | tify the main topic<br>multi-paragraph<br>as well as the focus<br>ecific paragraphs |  |  |  |  |

of specific paragraphs within the text.

| K   |  | 1              | <u>2</u>   | <u>3</u>                                    | <del></del>               | Gra    | <u>6</u><br>ade 1<br>nforma |   |   | <u>9-10</u>  | <u>11-12</u> |  |  |
|---|--|----------------|--|---|---------------------------|--------|-----------------------------|---|---|--|--------------|--|--|
|   | RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.   |                |  |   |                           |        |                             |   |   |  |              |  |  |
| <ul><li>Read adult</li><li>Read conn</li><li>Kansas</li></ul> | <ul> <li>To address this standard, students could:</li> <li>Read a grade-appropriate article or text about an engaging science topic, and describe to peers adults the connection between two ideas presented in the article.</li> <li>Read grade-appropriate text(s) about two individuals from different families, and describe the connection(s) between them.</li> <li>Kansas High School Graduates Can:</li> </ul> Extract meaning and purpose from informational text by analyzing its structure and organization. |                |  |   |                           |        |                             |   |   |  |              |  |  |
|   |  |                |  |   |                           |        |                             |   |   |  |              |  |  |
|   |  |                |  | <u> </u>                                    | RI.K.3                    |        |                             | RI.1  | .3  |  | RI.2.3       |  |  |
| Stand   | sion of<br>Across<br>es  | so<br>tv<br>ic | Vith pronupport, or properties of the connection | lescribe<br>n betwe<br>duals, e<br>pieces c | the<br>en<br>vents,<br>of | betwee | en two<br>, ideas           | connecti<br>individua<br>, or piece<br>i in a tex | es conn<br>serie<br>even<br>or co<br>or ste | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |              |  |  |

| <u>K</u>   | 1                      | <u>2</u> | <u>3</u>  |         | Gra  | <u>6</u><br>ade 1<br>Informa |   |            | <u>9-10</u> | <u>11-</u>  | 12  |
|--|------------------------|----------|---|---------|------|------------------------------|---|------------|-------------|---|-----|
| RI.  | Ask and a<br>and phras | nswer    | questio   |         |      |                              | clarify th  | ne meaning | of words    |   |     |
| To address   | this star              | ndar     | d, studer   | nts cou | ıld: |                              |   |            |             |   |     |
| <ul> <li>Construct questions that will draw out more information about the meaning of words and phrases in a text.</li> <li>Participate in a class or small group discussion in which all students pose questions to each other and all students participate in finding answers to questions.</li> </ul> |                        |          |   |         |      |                              |   |            |             |   |     |
| Kansas High School Graduates Can:  Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.  |                        |          |   |         |      |                              |   |            | •           |   |     |
|  |                        |          |   |         |      |                              |   |            |             |   |     |
|  |                        |          | <u>F</u>  | RI.K.4  |      |                              | RI.1  | .4         |             | RI.2  | 2.4 |
| Progres<br>Standard<br>Gra   | l Across               | e<br>L   | With prompting and support, ask and answer questions about unknown words in a text. |         |      |                              | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |            |             | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |     |

| <u>K</u>   | 1 | <u>2</u> <u>3</u>  | 4<br>Read     | Gra | <u>6</u><br>ade 1<br>nforma  |      | _  | 9-1 | 10   | <u>11-12</u> |  |
|--|---|--|---------------|-----|--|------|----|-----|--|--------------|--|
| RI.1.  | 5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |               |     |  |      |    |     |  |              |  |
| <ul> <li>To address this standard, students could:</li> <li>Explain the purposes of text features that appear in grade level texts, and use them appropriately to make meaning and improve understanding.</li> <li>Participate in a text scavenger hunt to find examples of various text features, to quickly locate specific places in a text, or to find answers to questions posed by peers or adults.</li> </ul> |   |  |               |     |  |      |    |     |  |              |  |
| Kansas High School Graduates Can:  Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.  |   |  |               |     |  |      |    |     |  | :e           |  |
|  |   |  |               |     |  |      |    |     |  |              |  |
| Progression of<br>Standard Across<br>Grades  |   |  | <u>RI.K.5</u> |     |  | RI.1 | .5 |     |  | RI.2.5       |  |
|  |   | Identify the front cover, back cover, and title page of a book.  |               |     | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |      |    |     | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |              |  |

| <u>K</u>  | 1                      | <u>2</u> <u>3</u>  | <u>4</u>   |  | <u>6</u><br>ade 1 | <u>7</u>                    | <u>8</u>  | <u>9-1</u> | <u>0</u> <u>11-12</u> |  |  |
|---|------------------------|--|--|--|-------------------|-----------------------------|---|------------|-----------------------|--|--|
| Reading: Informational  |                        |  |  |  |                   |                             |   |            |                       |  |  |
| RI  | .1.6                   | Distinguish between information provided by illustrations or other graphics and information provided by the words in a text. |  |  |                   |                             |   |            |                       |  |  |
| To address this standard, students could:   |                        |  |  |  |                   |                             |   |            |                       |  |  |
| <ul> <li>Work with peers to make a list of key learnings from a text, and then sort the key learnings into groups according to whether it was learned from text, graphics, or both.</li> <li>Discuss with peers the benefits of a particular illustration or graphic included in a text.</li> </ul> |                        |  |  |  |                   |                             |   |            |                       |  |  |
|   | igh School<br>tes Can: | _  | Recognize that different perspectives can be presented in different ways for different purposes.                             |  |                   |                             |   |            |                       |  |  |
|   |                        |  |  |  |                   |                             |   |            |                       |  |  |
|   |                        | <u>F</u>   | RI.K.6   |  |                   | RI.1                        | .6  |            | <u>RI.2.6</u>         |  |  |
| Progression of<br>Standard Across<br>Grades   |                        | Name the illustrator define the in present ideas or in text.   | Distinguish between information provided by illustrations or other graphics and information provided by the words in a text. |  |                   | oy pu<br>ind<br>au<br>oy ex | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |            |                       |  |  |

| <u>K</u>   | 1   | <u>2</u>                             | <u>3</u>  | 4<br>Read   |   | <u>6</u><br>ade 1<br>nforma | 7<br>ationa |                                  | <u>9-10</u>                 | <u>11-12</u>   |  |
|--|---|--------------------------------------|---|---|---|-----------------------------|-------------|----------------------------------|-----------------------------|--|--|
| RI.1   | 1.7   | L                                    | Jse the ill   |   |   |                             |             |                                  | ribe its key                | y ideas.   |  |
| <ul> <li>To address this standard, students could:</li> <li>Match illustrations to events and ideas in the text.</li> <li>Use illustrations and text to find key details.</li> </ul> |   |                                      |   |   |   |                             |             |                                  |                             |  |  |
|  | Kansas High School Graduates Can:  Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |                                      |   |   |   |                             |             |                                  |                             |  |  |
|  |   |                                      |   |   |   |                             |             |                                  |                             |  |  |
|  |   |                                      | <u>F</u>  | RI.K.7  |   |                             | RI.1.       | 7                                |                             | <u>RI.2.7</u>  |  |
| Progres<br>Standard<br>Grad  | Across  | s<br>re<br>il<br>ir<br>(e<br>p<br>th | With promeupport, delationsh lustration which the e.g., what lace, thir ne text are | describe<br>ip betwe<br>ns and the<br>hey app<br>nt persor<br>ng, or id | the<br>een<br>he text<br>ear<br>n,<br>ea in | and de                      |             | rations<br>a text to<br>ey ideas | image<br>s. showii<br>works | n how specific s (e.g., a diagram ng how a machine ) contribute to arify a text. |  |

depicts).

| <u>K</u>  | 1   | 2      | <u>3</u>  |        | Gra | <u>6</u><br>ade 1<br>nforma |   |   | <u>9-1</u> | <u>0</u> | <u>11-12</u>   |  |
|---|---|--------|---|--------|-----|-----------------------------|---|---|------------|----------|--|--|
| RI  | RI.1.8 Identify the reasons an author gives to support points in a text.  |        |   |        |     |                             |   |   |            |          |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Identify a main idea and supporting details of an informational text.</li> <li>Stick to the topic when identifying support. (Use relevant justifications.)</li> </ul> |   |        |   |        |     |                             |   |   |            |          |  |  |
|   | Kansas High School Graduates Can:  Follow the logic of an argument based on the validity of the claim and evidence presented. |        |   |        |     |                             |   |   |            |          | claim and  |  |
|   |   |        |   |        |     |                             |   |   |            |          |  |  |
|   |   |        | <u>F</u>  | RI.K.8 |     |                             | RI.1.   | 8 |            |          | <u>RI.2.8</u>  |  |
| Standa  | ssion of<br>d Across<br>ades  | s<br>r | With prompting and support, identify the reasons an author gives to support points in a |        |     |                             | Identify the reasons an author gives to support points in a text. |   |            |          | Describe how reasons support specific points the author makes in a text. |  |

text.

| <u>K</u>  | 1  | <u>2</u> | <u>3</u> |          |           | <u>6</u><br>ade 1<br>Informa | 7<br>ationa |                             | <u>9-1</u> | <u>0</u>  | <u>11-12</u> |
|---|--|----------|----------|----------|-----------|------------------------------|-------------|-----------------------------|------------|-----------|--------------|
| RI.1  | .9   |          | ,        | asic sim | ilarities |                              | lifferenc   | ces betw                    |            | o texts ( | on the same  |
| To address this standard, students <i>could</i> :   |  |          |          |          |           |                              |             |                             |            |           |              |
| <ul> <li>Work with peers to list basic similarities and differences they notice between a video about our solar system and a diagram of our solar system.</li> <li>Think about and discuss the different ways an author might communicate with readers how to make a sandwich or create a structure with blocks.</li> </ul>   |  |          |          |          |           |                              |             |                             |            |           |              |
| _   | Kansas High School Graduates Can:  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |          |          |          |           |                              |             |                             |            |           |              |
|   |  |          |          |          |           |                              |             |                             |            |           |              |
|   |  |          | R        | RI.K.9   |           |                              | RI.1        | .9                          |            | <u> </u>  | RI.2.9       |
| Progression of Standard Across Grades  With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  Compare and contract the most important points presented by texts on the same topic (e.g., in illustrations, descriptions, or procedures). |  |          |          |          |           |                              |             | important<br>esented by two |            |           |              |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

**Reading: Informational** 

| RI.1.10                                     | (Begins in Grade 2)                               |         |         |  |  |  |  |  |  |  |  |
|---|---|---------|---------|--|--|--|--|--|--|--|--|
| To address this stand                       | To address this standard, students <i>could</i> : |         |         |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |         |         |  |  |  |  |  |  |  |  |
|   |   |         |         |  |  |  |  |  |  |  |  |
|   | RI.K.10   | RI.1.10 | RI.2.10 |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |   |         |         |  |  |  |  |  |  |  |  |

#### Grade 1 **Reading: Informational** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. **RI.1.11** b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). To address this standard, students could: Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading. Using an informational text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes. Understand vocabulary and word use in a variety of contexts by consistently **Kansas High School** building knowledge of new words, as well as employing strategies for **Graduates Can:** determining meanings of unfamiliar words. RI.1.11 **RI.K.11** RI.2.11 Determine or clarify the Determine or clarify the Determine or clarify the meaning of unknown meaning of unknown meaning of unknown and multiple-meaning and multiple-meaning and multiple-meaning words and phrases words and phrases words and phrases Progression of based on Grade 1 based on Kindergarten based on Grade 2 **Standard Across** reading and content. reading and content, reading and content, **Grades** (Click link above for choosing flexibly from a choosing flexibly from a

variety of strategies.

(See details above.)

9-10

11-12

variety of strategies.

(Click link above for

details.)

K

1

2

details.)

|  | <u>K</u>   | <u>1</u>          | <u>2</u> | <u>3</u>  | <u>4</u>                                       | <u>5</u> |   | <u>7</u>  | <u>8</u> | <u>9-1</u> | <u>0</u> | <u>11-12</u>   |      |
|--|--|-------------------|----------|---|--|----------|---|---|----------|------------|----------|--|------|
|  |  |                   |          |   | Rea  |          | ade 1<br>Informa                                      | ationa  | I        |            |          |  |      |
|  | RI.1.12  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  a. Sort words into categories to gain a sense of the concepts the categories represent.  b. Define words by category and by one or more key attributes.  c. Identify real-life connections between words and their uses.  d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.  To address this standard, students could: |                   |          |   |  |          |   |   |          |            |          |  |      |
| To address this standard, students <i>could</i> :  |  |                   |          |   |  |          |   |   |          |            |          |  |      |
| <ul> <li>Sort words related to qualities of different animals to show which characteristics belong to each animal, which characteristics are shared by two or more animals, and which characteristics seem similar or close in meaning, but describe slightly different qualities.</li> <li>Describe to a peer how to draw/color a particular pattern or set of shapes on a page, using appropriate language to describe the specific placement of images and how they should appear.</li> </ul> |  |                   |          |   |  |          |   |   |          |            | s        |  |      |
|  |  | h Schoo<br>s Can: | ol       | Understar   | nd word  | meani    | ngs, and  | nuance  | es in wo | ord mear   | nings v  | when readi   | ing. |
|  |  |                   |          |   |  |          |   |   |          |            |          |  |      |
|  |  |                   |          | <u>R</u>  | I.K.12   |          |   | RI.1.   | 12       |            |          | RI.2.12  |      |
| Progression of<br>Standard Across<br>Grades  |  |                   |          | With guida<br>support from<br>explore we<br>relationsh<br>nuances in<br>meanings<br>above for | om adu<br>ord<br>ips and<br>n word<br>. (Click | link     | suppo<br>demor<br>unders<br>relatio<br>nuanc<br>meani | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (See details above.) |          |            |          | Demonstrate<br>understanding of word<br>relationships and<br>nuances in word<br>meanings. (Click link<br>above for details.) |      |

**Reading: Informational** With prompting and support, read and comprehend high quality informational RI.1.13 text of appropriate quantitative and qualitative complexity for Grade 1. To address this standard, students could: Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle. Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student. **Kansas High School** Interpret meaning from a variety of informational texts. **Graduates Can: RI.K.13** RI.1.10 RI.2.13 With prompting and Actively engage in Read and comprehend group reading activities support, read and high quality **Progression of** with purpose and comprehend high informational text of **Standard Across** understanding. quality informational text appropriate quantitative **Grades** of appropriate and qualitative quantitative and complexity for Grade 2. qualitative complexity for Grade 1.

Grade 1

7

8

9-10

11-12

K

1

2

3

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                       | W.2.1<br>W.2.4<br>W.2.7<br>W.2.10<br>W.2.12      | W.2.2<br>W.2.5<br>W.2.8<br>W.2.11     | W.2.3<br>W.2.6<br>W.2.9               |
|---|--|---------------------------------------|---------------------------------------|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.2.1<br>SL.2.4<br>SL.2.7                       | SL.2.2<br>SL.2.5<br>SL.2.8            | SL.2.3<br>SL.2.6                      |
| Reading: Foundational Print Concepts Phonological Awareness Phonics and Word Recognition Fluency  | RF.2.1<br>RF.2.2<br>RF.2.3<br>RF.2.4             |                                       |                                       |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text       | RL.2.1<br>RL.2.4<br>RL.2.7<br>RL.2.10<br>RL.2.13 | RL.2.2<br>RL.2.5<br>RL.2.8<br>RL.2.11 | RL.2.3<br>RL.2.6<br>RL.2.9<br>RL.2.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Level of Text | RI.2.1<br>RI.2.4<br>RI.2.7<br>RI.2.10<br>RI.2.13 | RI.2.2<br>RI.2.5<br>RI.2.8<br>RI.2.11 | RI.2.3<br>RI.2.6<br>RI.2.9<br>RI.2.12 |

## Grade 2 Writing

#### **Text Types and Purposes**

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### **Production and Distribution of Writing**

- W.2.4 (Begins in grade 3)
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 *With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.2.9 (Begins in grade 4)

#### Language in Writing

- W.2.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - W.2.10.a Use collective nouns when writing.
  - W.2.10.b Form and use frequently-occurring irregular plural nouns (e.g., feet)
  - W.2.10.c Use reflexive pronouns (e.g., myself)
  - W.2.10.d Form and use past tense of frequently-occurring irregular verbs (e.g., told).
  - W.2.10.e Use adjectives and adverbs, and choose between them depending on what
    - is to be modified.
  - W.2.10.f Produce, expand, and rearrange complete simple and compound sentences
- W.2.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - W.2.11.a Capitalize holidays, product names, and geographic names.
  - W.2.11.b Use commas in greetings and closings of letters.
  - W.2.11.c use an apostrophe to form contractions and frequently-occurring
    - possessives.
  - W.2.11.d Generalize learned spelling patterns when writing words.
  - W.2.11.e Consult reference materials, including beginning dictionaries, as needed to

check and correct spellings.

#### Range of Writing

W.2.12 (Begins in Grade 3)

#### **Comprehension and Collaboration**

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 and texts* with peers and adults in small and larger groups.
  - SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
  - SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar.

#### Language in Speaking and Listening

- SL.2.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.2.7.a Use collective nouns when speaking.
  - SL.2.7.b Form and use frequently-occurring irregular plural nouns (e.g., teeth).
  - SL.2.7.c Use reflexive pronouns (e.g., ourselves).
  - SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
  - SL.2.7.e Use context-appropriate adjectives and adverbs.
  - SL.2.7.f Produce complete simple and compound sentences.
- SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**Reading: Foundational** 

#### **Print Concepts**

RF.2.1 Not Applicable to Grade 2.

#### **Phonological Awareness**

RF.2.2 Not Applicable to Grade 2.

#### **Phonics and Word Recognition**

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.2.3.a | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|----------|--|
| RF.2.3.b | Know correspondences for additional common vowel teams (e.g., steak).                |
| RF.2.3.c | Decode regularly spelled two-syllable words with long vowels.                        |
| RF.2.3.d | Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). |
| RF.2.3.e | Identify words with inconsistent but common spelling-sound                           |
| DE 0.01  | correspondences (e.g., -ay, -igh).   |
| RF.2.3.f | Recognize and read grade-appropriate words.  |

#### Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| <u> </u>    | <u> </u>  | Grade 2   |  |  |  |  |  |  |  |  |
|-------------|---|---|--|--|--|--|--|--|--|--|
|             |   | Reading: Literature   |  |  |  |  |  |  |  |  |
|             |   | reading. Enterature   |  |  |  |  |  |  |  |  |
| Key Ideas a | and Details   |   |  |  |  |  |  |  |  |  |
| RL.2.1      | understanding   | ver such questions as who, what, where, when, why, and how to demonstrate g of key details in a text.   |  |  |  |  |  |  |  |  |
| RL.2.2      |   | es, including fables and folktales from diverse cultures, and determine their central son, or moral.  |  |  |  |  |  |  |  |  |
| RL.2.3      | Describe how  | characters in a story respond to major events and challenges.   |  |  |  |  |  |  |  |  |
| Craft and S | tructure  |   |  |  |  |  |  |  |  |  |
| RL.2.4      |   | words and phrases (e.g., regular beats, alliteration, rhymes, repeated rhythm and meaning in a story, poem, or song.                            |  |  |  |  |  |  |  |  |
| RL.2.5      | Describe the  | overall structure of a story, including describing how the beginning e story and the ending concludes the action.                               |  |  |  |  |  |  |  |  |
| RL.2.6      | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |   |  |  |  |  |  |  |  |  |
| Integration | of Knowledge  | e and Ideas   |  |  |  |  |  |  |  |  |
| RL.2.7      | Use information gained from the illustrations and words in a print or digital text to   |   |  |  |  |  |  |  |  |  |
| RL.2.8      | demonstrate understanding of its characters, setting, or plot. (Not applicable for literature)  |   |  |  |  |  |  |  |  |  |
| RL.2.9      |   | d contrast two or more versions of the same story by different authors or from  |  |  |  |  |  |  |  |  |
| Language i  | n Reading: Li   | terature  |  |  |  |  |  |  |  |  |
| RL.2.10     |   | ge of language and its conventions.   |  |  |  |  |  |  |  |  |
|             | RL.2.10.a   | Compare formal and informal uses of English.  |  |  |  |  |  |  |  |  |
| RL.2.11     |   | clarify the meaning of unknown and multiple-meaning words and phrases based on ing and content, choosing flexibly from a variety of strategies. |  |  |  |  |  |  |  |  |
|             | RL.2.11.a   | Use sentence-level context as a clue to the meaning of a word or phrase.  |  |  |  |  |  |  |  |  |
|             | RL.2.11.b   | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)                                 |  |  |  |  |  |  |  |  |
|             | RL.2.11.c   | Use a known root word as a clue to the meaning of an unknown word with the same root.   |  |  |  |  |  |  |  |  |
|             | RL.2.11.d   | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).                                    |  |  |  |  |  |  |  |  |
|             | RL.2.11.e   | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.                    |  |  |  |  |  |  |  |  |
| RL.2.12     | Demonstrate   | understanding of word relationships and nuances in word meanings.   |  |  |  |  |  |  |  |  |
|             | RL.2.12.a   | Identify real-life connections between words and their use.   |  |  |  |  |  |  |  |  |
|             | RL.2.12.b   | Distinguish shades of meaning among closely-related verbs and closely-  |  |  |  |  |  |  |  |  |

5

9-10 11-12

#### Range of Reading and Level of Text

K

2

RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

related adjectives.

|          | <u>K</u> 1             | 2  | <u>3</u>   | <u>4</u> | <u>5</u>     | 6          | <u>7</u>  | <u>8</u>    | <u>9-10</u>  | <u>11-12</u>        |
|----------|------------------------|--|------------|----------|--------------|------------|-----------|-------------|--|---------------------|
|          |                        |  |            | _        |              | ide 2      |           | _           |  |                     |
|          |                        |  |            | Read     | ling: Ir     | ntorma     | ationa    | al          |  |                     |
| Kev Ide  | eas and Detail         | s  |            |          |              |            |           |             |  |                     |
| RI.2.1   |                        |  | such qu    | uestions | as who       | , what, v  | vhere,    | when, wh    | y, and how to  | o demonstrate       |
|          | understa               |  |            |          |              |            |           |             |  | -                   |
| RI.2.2   |                        | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.                           |            |          |              |            |           |             |  |                     |
| RI.2.3   | Describe               | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |            |          |              |            |           |             |  |                     |
| Craft a  | nd Structure           |  |            |          |              |            |           |             |  |                     |
| RI.2.4   |                        | e the m  | neaning    | of word  | s and ph     | nrases ir  | a text    | relevant t  | o a Grade 2  | topic or            |
|          | subject a              |  | J          |          | •            |            |           |             |  | •                   |
| RI.2.5   |                        |  |            |          |              |            |           |             | bheadings,   |                     |
| RI.2.6   |                        |  |            |          |              |            |           |             | on in a text on the section of the s |                     |
| 11.12.10 | or describ             |  | . ра.роо   | o. a     | 57kt, 111010 |            | at 1110 t |             |  | n, explain,         |
| Intogra  | tion of Knowle         | ndan a   | nd Ido     | 26       |              |            |           |             |  |                     |
| RI.2.7   |                        |  |            |          | n adia       | aram sh    | owina I   | how a ma    | chine works  | ) contribute to and |
| 131.2.7  | •                      | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.                              |            |          |              |            |           |             |  |                     |
| RI.2.8   |                        |  |            |          |              |            |           | or makes    |  |                     |
| RI.2.9   | Compare                | and co   | ontrast th | he most  | importa      | int points | s prese   | nted by tv  | vo texts on ti   | he same topic.      |
| Langua   | age in Reading         | g: Infor   | mation     | nal      |              |            |           |             |  |                     |
| RI.2.10  | Use know               |  |            |          |              |            |           |             |  |                     |
|          | RI.2.10.a              | С  | ompare     | formal   | and info     | rmal use   | s of En   | glish.      |  |                     |
| RI.2.11  | Determin               | e or cla   | rify the r | meaning  | g of unkn    | nown and   | d multip  | le-meanir   | ng words and   | l phrases based on  |
|          |                        | _  |            |          | _            | •          |           | ariety of s | •  |                     |
|          | RI.2.11.a<br>RI.2.11.b |  |            |          |              |            |           |             | ng of a word<br>hen a known  | -                   |
|          | KI.Z.11.0              |  |            |          | n word (e    |            |           |             | nen a known  | prenx is            |
|          | RI.2.11.c              |  |            |          |              |            |           |             | f an unknowi   | n word with         |
|          |                        | th   | ne same    | root.    |              |            |           |             |  |                     |
|          | RI.2.11.d              |  |            |          |              |            |           | ual words   | to predict the   | e meaning of        |
|          | DI 2 11 o              |  |            |          | (e.g., bi    |            |           | a hath ari  | nt and digita  | l +o                |
|          | RI.2.11.e              |  | •          |          | •            | •          |           | s, both ph  | int and digita   | ι, ιΟ               |
|          |                        | a.   |            | o o olai | ,            | .ca.mig (  |           | o and pine  | 200.   |                     |
| RI.2.12  |                        |  |            |          |              |            |           |             | word meaning   | ngs.                |
|          | RI.2.12.a              |  | •          |          |              |            |           | rds and th  |  |                     |
|          | RI.2.12.b              |  | istinguis  |          |              | aning ar   | nong cl   | osely-rela  | ted verbs an   | d closely-          |

#### Range of Reading and Level of Text

Read and comprehend informational text of appropriate quantitative and qualitative complexity RI.2.13 for Grade 2.

related adjectives.

#### W.2.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.

#### To address this standard, students *could*:

- Form an opinion about a topic of interest to the student, use resources to locate facts that support the student's opinion, and share their opinion and reasons in writing.
- Write an opinion about a character's actions, and support that opinion with details from the story.

### Kansas High School Graduates Can:

Use valid reasoning and relevant and sufficient evidence to support a written argument.

W.2.1

#### Progression of Standard Across Grades

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.

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

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          | _        |          | ade 2    |          |          |             |              |
|          |          |          |          |          | VVI      | riting   |          |          |             |              |

## Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### To address this standard, students could:

- Read several texts about a single topic and develop an informational piece (e.g., report, poster, display) using facts and definitions from the texts, including a summarizing statement.
- Engage in discussions with peers to determine which information is best suited to include in a
  piece of writing intended to inform or explain.

### Kansas High School Graduates Can:

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

W.2.2

#### Progression of Standard Across Grades

Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.2

Write informative/
explanatory texts in
which they introduce a
topic, use facts and
definitions to develop
points, and provide a
concluding statement
or section.

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

| K | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|---|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
| _ |          |          |          |          | Gra      | ade 2    |          |   |             |              |
|   |          |          |          |          | Wı       | riting   |          |   |             |              |

#### W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### To address this standard, students could:

- Write a personal account of their best day ever, including details about their feelings and chronological recording of events, and effectively ending the written piece.
- Write about a common experience that occurred in the classroom in which students add their personal feelings and emotions about the experience.

#### Kansas High School Graduates Can:

Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

W.2.3

#### Progression of Standard Across Grades

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |          |          |          | Gra      | ade 2    |          |   |             |              |
|          |          |          |          |          | Wı       | riting   |          |   |             |              |

| Writing                                     |  |                     |  |  |  |  |  |  |
|---|--|---------------------|--|--|--|--|--|--|
| W.2.4                                       | (Begins in grade 3)  |                     |  |  |  |  |  |  |
| To address this stand                       | ard, students <i>could</i> :   |                     |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | - I I ragia lavie annimmala ini enacilie milimmede alimianede anni laeke |                     |  |  |  |  |  |  |
|   |  |                     |  |  |  |  |  |  |
|   | W.1.4  | W.2.4               | <u>W.3.4</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 3)  | (Begins in grade 3) | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gradespecific expectations for writing types are defined in standards 1–3 above.) |  |  |  |  |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### Grade 2 Writing

#### W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### To address this standard, students could:

- Share a piece of their own writing with their peers and ask specific questions about how to improve the work; use suggestions from peers or adults to make changes that will improve their work.
- Provide feedback to peers about their writing.

### Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

#### Progression of Standard Across Grades

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.5

With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

K 1 2 3 7 8 9-10 11-12 Grade 2 Writing

#### W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### To address this standard, students *could*:

- Post an image and accompanying written reflection on completed work to a closed class blog and ask peers or parents for feedback.
- Produce an animation of a personal narrative.
- Create a digital presentation demonstrating how to do something to instruct their peers.

#### Kansas High School **Graduates Can:**

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

#### **Progression of Standard Across** Grades

| <u>W.1.6</u>   | W.2.6  | <u>W.3.6</u>   |
|--|--|--|
| With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. |

#### Grade 2 Writing

## Participate in shared research and writing projects. W.2.7 To address this standard, students could:

- Record science observations.
- Read multiple books on a single topic (e.g. weather) and write an informational report.
- Develop a class brochure about the town or city in which they live that includes observations and thoughts from students in the class.

#### **Kansas High School Graduates Can:**

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

|   | <u>W.1.7</u>  | W.2.7  | <u>W.3.7</u>  |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | Participate in shared research and writing projects. | Conduct short research projects that build knowledge about a topic. |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   |          |          | Gra      | ade 2    |          |   |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

|  |   | 111113  |   |  |  |  |  |  |
|--|---|---|---|--|--|--|--|--|
| W.2.8  | Recall information from experiences or gather information from provided sources to answer a question.   |   |   |  |  |  |  |  |
| To address this stand  | lard, students <i>could</i> :   |   |   |  |  |  |  |  |
| <ul> <li>Participate in a web quest to find answers about daily life of the Plains Indians.</li> <li>Share personal experiences from the playground to answer questions on how to make the playground safe.</li> </ul> |   |   |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts. |   |   |  |  |  |  |  |
|  |   |   |   |  |  |  |  |  |
|  | <u>W.1.8</u>  | W.2.8   | <u>W.3.8</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                        | Recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided |  |  |  |  |  |

categories.

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          | _        | _        | Gra      | ade 2    | _        | _        |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

| vvriung                                     |                     |                     |                     |  |  |  |  |  |  |
|---|---------------------|---------------------|---------------------|--|--|--|--|--|--|
| W.2.9                                       | (Begins in grade 4) |                     |                     |  |  |  |  |  |  |
| For this standard, students <i>could</i> :  |                     |                     |                     |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |                     |                     |                     |  |  |  |  |  |  |
|   | W.1.9               | W.2.9               | W.3.9               |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 4) | (Begins in grade 4) | (Begins in grade 4) |  |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          |          | Gra      | ade 2    |          |          |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

| W.2.10 | Demonstrate command of the conventions of standard English grammar and usage when writing.  a. Use collective nouns when writing.  b. Form and use frequently-occurring irregular plural nouns (e.g., feet)  c. Use reflexive pronouns (e.g., myself)  d. Form and use past tense of frequently-occurring irregular verbs (e.g., told).  e. Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|--------|--|
|        | e. Use adjectives and adverbs, and choose between them depending on  |
|        | <ul> <li>f. Produce, expand, and rearrange complete simple and compound<br/>sentences.</li> </ul>  |

#### To address this standard, students could:

- Create a game and write detailed instructions for the game so that a peer or adult can
  understand how to play it. Test and evaluate the quality and effectiveness of the language
  they used in instructions based on how well players understood them. Modify language to be
  more accurate and clear for players.
- Explore the importance of adjectives and adverbs by examining common phrases used during the school day and the ways in which they help students understand how they are to do something or what they are to do (e.g., walk quietly; speak thoughtfully; sit on the blue mat;).
- Engage in a thought experiment about what would happen if there were no adjectives or adverbs.

| <b>Kansas High</b> | School |
|--------------------|--------|
| Graduates          | Can:   |

Accurately and effectively use standard English grammar and usage when writing.

|   | <u>W.1.10</u>  | W.2.10  | <u>W.3.10</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link | Demonstrate command of the conventions of standard English grammar and usage when writing. (See | Demonstrate<br>knowledge of language<br>and command of the<br>conventions of standard<br>English grammar and |
|   | above for details.)  | details above.)   | usage when writing.<br>(Click link above for details.)   |

| K | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|---|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|   |          |          |          |          |          | ade 2    |          | _ |             |              |
|   |          |          |          |          | Wr       | iting    |          |   |             |              |

|        | Demonstrate command of the conventions of standard English capitalization,      |
|--------|---|
|        | punctuation, and spelling when writing.   |
|        | a. Capitalize holidays, product names, and geographic names.                    |
|        | b. Use commas in greetings and closings of letters.                             |
| W.2.11 | c. Use an apostrophe to form contractions and frequently-occurring possessives. |
|        | d. Generalize learned spelling patterns when writing words.                     |
|        | e. Consult reference materials, including beginning dictionaries, as            |
|        | needed to check and correct spellings.  |

#### For this standard, students could:

- Write a letter to a local newspaper editor about something positive happening in their school, and practice using commas in their greeting and closing.
- Write about their ideal vacation spot where they would like to go and what they would do once they got there.

| Kansas Hig | jh School |
|------------|-----------|
| Graduate   | es Can:   |

Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

|   | <u>W.1.11</u>  | W.2.11  | <u>W.3.11</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   | _        | _        | Gra      | ade 2    |          | _ |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

|   | <b>V</b>            | Vriting             |   |  |  |
|---|---------------------|---------------------|---|--|--|
| W.2.12  | (Begins in grade 3) |                     |   |  |  |
| To address this standard, students <i>could</i> : |                     |                     |   |  |  |
| Kansas High School<br>Graduates Can:              |                     |                     |   |  |  |
|   |                     |                     |   |  |  |
|   | W.1.12              | W.2.12              | <u>W.3.12</u>   |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 3) | (Begins in grade 3) | 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. |  |  |

## K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 2 Speaking and Listening

|  | Speaking a                   | na Listening   |                         |  |  |
|--|------------------------------|----------------|-------------------------|--|--|
| Participate in collaborative conversations about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on other's talk in conversations by linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |                              |                |                         |  |  |
| To address this stand  | ard, students <i>could</i> : |                |                         |  |  |
| <ul> <li>Use words to indicate connection between their ideas and other people's ideas (e.g., "To add to Juan's idea, I think")</li> <li>Engage in class meetings around ideas and issues important to the class or school.</li> <li>Naturally engage in collaborative conversations both in and outside of instructional settings.</li> </ul>   |                              |                |                         |  |  |
| Kansas High School Graduates Can:  Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.  |                              |                |                         |  |  |
|  |                              |                |                         |  |  |
|  | <u>SL.1.1</u>                | SL.2.1         | <u>SL.3.1</u>           |  |  |
|  | Participate in               | Participate in | Engage effectively in a |  |  |

## Progression of Standard Across Grades

Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

Participate in collaborative conversations with diverse partners about *Grade 2 and texts* with peers and adults in small and larger groups.

Engage effectively in a range of collaborative discussions (one-onone), in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2 Speaking and Listening

| SL.2.2  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |   |   |  |  |
|---|---|---|---|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Attend a school assembly and recount the event after returning to the classroom.</li> <li>Illustrate their favorite (e.g. time of day, activity) and orally present to the class.</li> <li>Recount a favorite movie or show and share it with the class.</li> </ul> |   |   |   |  |  |
| Kansas High School<br>Graduates Can:  |   |   |   |  |  |
|   | <u>SL.1.2</u>   | SL.2.2  | <u>SL.3.2</u>   |  |  |
| Progression of<br>Standard Across<br>Grades   | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |

## Grade 2 Speaking and Listening

#### **SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### To address this standard, students could:

- Listen to a presentation from a guest speaker, and ask questions to deepen their understanding (e.g., Visit a fire station or invite a firefighter to speak to the class and provide time for questions and answers.)
- Collaborate with peers to develop a common understanding of the topic a guest speaker, teacher, or peer presented.

Kansas High School Graduates Can:

Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

#### Progression of Standard Across Grades

SL.1.3 **SL.2.3** Ask and answer Ask and answer questions about what questions about what a a speaker says in speaker says in order order to gather to clarify additional information comprehension, gather or clarify something additional information, that is not understood. or deepen understanding of a topic or issue.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.3** 

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

## Grade 2 Speaking and Listening

#### SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.

#### To address this standard, students *could*:

Recount an experience that occurred in the lunchroom or on the playground.

SL.1.4

- Tell a story about what it could have been like to be born in pioneer times in Kansas.
- Recount a familiar tradition and share it orally with the class or a group of peers.

#### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.2.4** 

#### Progression of Standard Across Grades

Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with appropriate volume, enunciation, and rate.

SL.3.4

| <u>K</u> | 1  | 2      | <u>3</u>                               |                              | <u>6</u><br>Frade 2  | <u>7</u>   | <u>8</u>                                | <u>9-10</u>  | <u>11-12</u>   |
|----------|--|--------|--|------------------------------|--|--|---|--|--|
|          | Speaking and Listening   |        |  |                              |  |  |   |  |  |
| S        | SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |        |  |                              |  |  |   |  |  |
| To addre | ss this  | standa | ard, stude                             | nts <i>could</i> :           |  |  |   |  |  |
| audie    | nce.   |        | _                                      | wings depiction or audio rec |  |  |   |  |  |
|          | sas High School raduates Can:  Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.       |        |  |                              |  |  |   |  |  |
|          |  |        |  |                              |  |  |   |  |  |
|          |  |        | <u>S</u>                               | L.1. <u>5</u>                |  | SL.2.5   |   |  | <u>SL.3.5</u>  |
| Standa   | ession<br>ird Acro<br>rades  |        | visual dis<br>description<br>appropria | •                            | recordir<br>poems;<br>or other<br>to storic<br>experie<br>appropri | ngs of stand drager visual of the control of the co | displays<br>counts of<br>nen<br>clarify | recording poems fluid read understadd visual when a emphasia | engaging audiongs of stories or that demonstrate ading at an eandable pace; ual displays ppropriate to size or enhance facts or details. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 2 Speaking and Listening

| SL.2.6                               | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English. |                              |                   |  |  |  |
|--------------------------------------|--|------------------------------|-------------------|--|--|--|
| To address this stand                | ard, students <i>could</i> :   |                              |                   |  |  |  |
| different from conve                 | different from conversations they have in their classrooms.  |                              |                   |  |  |  |
| Kansas High School<br>Graduates Can: | Effectively adapt speech situations.   | to fit a variety of contexts | and communication |  |  |  |
|                                      |  |                              |                   |  |  |  |
|                                      |  |                              |                   |  |  |  |
|                                      | <u>SL.1.6</u>  | SL.2.6                       | <u>SL.3.6</u>     |  |  |  |

grammar

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2 Speaking and Listening

| SL.2.7  | Demonstrate command of the conventions of standard English grammar and usage when speaking.  a. Use collective nouns when speaking.  b. Form and use frequently-occurring irregular plural nouns (e.g., teeth).  c. Use reflexive pronouns (e.g., ourselves).  d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid)  e. Use context-appropriate adjectives and adverbs.  f. Produce complete simple and compound sentences. |                             |                      |  |  |  |
|---|---|-----------------------------|----------------------|--|--|--|
| To address this stand   | ard, students <i>could</i> :  |                             |                      |  |  |  |
| <ul> <li>Participate in a "guess what's in the bag" activity, in which they use adjectives and adverbs, as well as other descriptive language, to describe to a group of peers and/or adults an object or item that the group cannot see.</li> <li>Practice adding to oral descriptions of something that happened to the class (e.g. We went to lunchWe walked quietly to lunchOur second grade class walked quietly to the lunch room down the hall)</li> </ul> |   |                             |                      |  |  |  |
| Kansas High School<br>Graduates Can:  | Accurately and effective speaking.  | ly use standard English gra | ammar and usage when |  |  |  |
|   |   |                             |                      |  |  |  |
|   | <u>SL.1.7</u>   | SL.2.7                      | <u>SL.3.7</u>        |  |  |  |
| Progression of<br>Standard Across<br>Grades   | SL.1.7  Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more details.)  SL.2.7  SL.3.7  Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)  Click link above for details.)  |                             |                      |  |  |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 2 Speaking and Listening

| SL.2.8  | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.                               |   |   |  |  |  |
|---|---|---|---|--|--|--|
| To address this stand   | To address this standard, students <i>could</i> :   |   |   |  |  |  |
| <ul> <li>Describe the process of erosion to peers or adults after reading or viewing a resource describing what happens during erosion.</li> <li>Describe to peers or adults the ways in which turtles (or other animals) protect themselves from predators.</li> </ul> |   |   |   |  |  |  |
| Kansas High School<br>Graduates Can:  | nsas High School  Use a variety of context-appropriate words in a range of situations, and  |   |   |  |  |  |
|   |   |   |   |  |  |  |
|   | <u>SL.1.8</u>   | SL.2.8  | <u>SL.3.8</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |  |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2

Reading: Foundational

| Print Concepts                              |  |                           |                |  |  |  |
|---|--|---------------------------|----------------|--|--|--|
| RF.2.1                                      | Not Applicable to Grade  | Not Applicable to Grade 2 |                |  |  |  |
|   |  |                           |                |  |  |  |
|   |  |                           |                |  |  |  |
|   | <u>RF.1.1</u>  | RF.2.1                    | RF.3.1         |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of the organization and basic features of print. | Not applicable            | Not applicable |  |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2

Reading: Foundational

| Phonological Awareness                      |  |                |                |  |  |  |  |
|---|--|----------------|----------------|--|--|--|--|
| RF.2.2                                      | Not Applicable to Grade 2  |                |                |  |  |  |  |
|   |  |                |                |  |  |  |  |
|   |  |                |                |  |  |  |  |
|   | <u>RF.1.2</u>  | RF.2.2         | RF.3.2         |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and sounds<br>(phonemes). | Not applicable | Not applicable |  |  |  |  |

#### <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>7</u> <u>9-10</u> <u>11-12</u>

#### **Reading: Foundational**

| Phonics and Word Recognition |   |  |  |  |  |
|------------------------------|---|--|--|--|--|
| RF.2.3                       | <ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Distinguish long and short vowels when reading regularly spelled onesyllable words.</li> <li>b. Know correspondences for additional common vowel teams (e.g., steak).</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</li> <li>f. Recognize and read grade-appropriate words.</li> </ul> |  |  |  |  |

#### To address this standard, students could:

- Complete word sorts to show the differences between long and short a. Highlight words in a text to show a specific word pattern.

|   | RF.1.3  | RF.2.3   | RF.3.3  |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. (Click<br>link above for details.) | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. (See<br>details above.) | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. (Click<br>link above for details.) |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

**Reading: Foundational** 

|        | Fluency  |
|--------|--|
|        | Read with sufficient accuracy and fluency to support comprehension.  |
| RF.2.4 | <ul> <li>d. Read on-level text with purpose and understanding.</li> <li>e. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |

#### To address this standard, students could:

- Engage in repeated readings to improve accuracy.
- Read and present a poem to the class and reflect on progress and performance using a studentfriendly rubric addressing concepts of fluency.

|   | <u>RF.1.4</u>   | RF.2.4   | <u>RF.3.4</u>   |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.) | Read with sufficient accuracy and fluency to support comprehension. (See details above.) | Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.) |

K 9-10 11-12 1 2 7 Grade 2 **Reading: Literature** Ask and answer such questions as who, what, where, when, why, and how **RL.2.1** to demonstrate understanding of key details in a text. To address this standard, students could: Construct questions using who, what, where, when, why, and how. Use text, illustrations, photographs, graphics, etc., to ask and answer questions about key details. Use graphic organizers before, during, and after reading to record questions and possible changes in thinking that occur while reading.

Kansas High School Graduates Can:

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|   | <u>RL.1.1</u>   | RL.2.1   | <u>RL.3.1</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Ask and answer questions about key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

| <u>K</u>  | 1      | 2 | <u>3</u>   | _  | Gra | <u>6</u><br>ade 2<br>: Litera    |  | 8   | <u>9-10</u> | <u>11-12</u>    |     |  |
|---|--------|---|--|--|-----|----------------------------------|--|---|-------------|-----------------|-----|--|
| RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  |        |   |  |  |     |                                  |  |   |             |                 |     |  |
| <ul> <li>To address this standard, students could:</li> <li>Recount by giving detailed events in chronological order.</li> <li>Create a text-to-self connection between the moral of a fable and the student's personal experiences.</li> </ul> |        |   |  |  |     |                                  |  |   |             |                 |     |  |
| Kansas Hi<br>Graduat  | _      |   | Determin<br>summariz   |  |     |                                  |  |   | •           | neir developmen | nt; |  |
|   |        |   |  |  |     |                                  |  |   |             |                 |     |  |
|   |        |   | <u>1</u>   | RL.1.2   |     |                                  | RL.2.  | 2   |             | <u>RL.3.2</u>   |     |  |
| Progres<br>Standard<br>Grad   | Across | 3 | Retell sto<br>including<br>and demo<br>understal<br>central m<br>lesson. | includi<br>folktale<br>culture<br>determ<br>centra |     | es and<br>diverse<br>eir<br>age, | fables, f<br>myths fr<br>cultures<br>central i<br>or mora<br>it is con | t stories, includir<br>folktales, and<br>fom diverse<br>; determine the<br>message, lessor<br>I and explain how<br>veyed through<br>ails in the text. | n,          |                 |     |  |

|    | <u>K</u>  | 1      | <u>2</u> | <u>3</u>                                     |                     | Gra     | <u>6</u><br>ade 2<br>: Litera |          | <u>8</u>  | <u>9-10</u>                    | <u>11-12</u>  |
|----|---|--------|----------|--|---------------------|---------|-------------------------------|----------|-----------|--------------------------------|---|
|    | RL.2.3  Describe how characters in a story respond to major events and challenges.  |        |          |  |                     |         |                               |          |           |                                |   |
| То | To address this standard, students <i>could</i> :   |        |          |  |                     |         |                               |          |           |                                |   |
|    | <ul> <li>Participate in a character panel in which one student is the character and the audience asks questions about the character, including why he or she behaved in a particular manner.</li> <li>Use graphic organizers to show the major events of the story, and how each character responds to them.</li> </ul> |        |          |  |                     |         |                               |          |           |                                |   |
|    | ınsas Hig<br>Graduate   |        | ol A     | nalyze e                                     | lements             | of plot | t as they                     | relate t | to the me | eaning of a                    | a text.   |
|    |   |        |          |  |                     |         |                               |          |           |                                |   |
|    |   |        |          | <u>R</u>                                     | L.1.3               |         |                               | RL.2.    | 3         |                                | RL.3.3  |
| 5  | Progress<br>Standard<br>Grad  | Across | s<br>e   | Describe of ettings, a vents in a ey details | nd majo<br>a story, | or      | charac                        | nd to ma | a story   | story (<br>motiva<br>s. and ex | ibe characters in a e.g., their traits, ations, or feelings) kplain how their s contribute to the |

sequence of events.

| Ŀ              | <u>&lt;</u>  | 1                | <u>2</u> | <u>3</u> |         | Gr | 6<br>ade 2 |      | <u>8</u> | <u>9-1</u> | <u>0</u> | <u>11-12</u>                      |  |
|----------------|--|------------------|----------|----------|---------|----|------------|------|----------|------------|----------|-----------------------------------|--|
|                | Reading: Literature  RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |                  |          |          |         |    |            |      |          |            |          |                                   |  |
| To add         | To address this standard, students <i>could</i> :  |                  |          |          |         |    |            |      |          |            |          |                                   |  |
| rhyth • Rea    | rhythm of the poem.  |                  |          |          |         |    |            |      |          |            |          |                                   |  |
| Kansas<br>Grad |  | h Scho<br>s Can: | OI       | _        | deliber | •  |            |      |          |            |          | e of figurative<br>in the context |  |
|                |  |                  |          |          |         |    |            |      |          |            |          |                                   |  |
|                |  |                  |          | <u>F</u> | RL.1.4  |    |            | RL.2 | .4       |            |          | RL.3.4                            |  |
| Stand          | Progression of Standard Across Grades  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply  Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral |                  |          |          |         |    |            |      |          | _          |          |                                   |  |

repeated lines) supply rhythm and meaning in

a story, poem, or song.

language.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

Grade 2

Reading: Literature

## RL.2.5 begin

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### To address this standard, students could:

- Describe a character's goal and how a character's actions set in motion the action for an entire story.
- Describe the ways in which a character attempts to reach his or her goals or solve a problem.
- Describe how a character's goals were achieved by the end of a story.

# Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

**RL.2.5** 

# Progression of Standard Across Grades

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.5

#### K 9-10 1 2 <u>3</u> 8 11-12 <u>7</u> Grade 2 **Reading: Literature** Acknowledge differences in the points of view of characters, including by **RL.2.6** speaking in a different voice for each character when reading dialogue aloud. To address this standard, students could: Identify if a character or narrator is telling the story. Use correct intonation when reading dialogue.

# Kansas High School Graduates Can:

Recognize that different perspectives can be presented in different ways for different purposes.

#### **RL.1.6 RL.2.6 RL.3.6** Identify who is telling Acknowledge Distinguish their own the story at various differences in the points point of view from that **Progression of** of view of characters, points in a text. of the narrator or those **Standard Across** including by speaking in of the characters. Grades a different voice for each character when reading dialogue aloud.

|  | <u>K</u>   | 1 | <u>2</u> | <u>3</u> |        | Gra | <u>6</u><br>ade 2<br>: Litera |      | <u>8</u>   | 9-10 | <u>11-12</u>  |  |  |
|--|--|---|----------|----------|--------|-----|-------------------------------|------|--|------|---------------|--|--|
|  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  To address this standard, students could:  |   |          |          |        |     |                               |      |  |      |               |  |  |
| • Dis  | <ul> <li>To address this standard, students could:</li> <li>Discuss with peers the knowledge gained from illustrations, and how that knowledge improves understanding of a character, setting, or plot.</li> <li>Demonstrate understanding of a setting by drawing, coloring, or finding a picture that seems to match the setting described by the author.</li> </ul> |   |          |          |        |     |                               |      |  |      |               |  |  |
|  | Kansas High School Graduates Can:  Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.  |   |          |          |        |     |                               |      |  |      |               |  |  |
|  |  |   |          |          |        |     |                               |      |  |      |               |  |  |
|  |  |   |          | <u> </u> | RL.1.7 |     |                               | RL.2 | 2.7  |      | <u>RL.3.7</u> |  |  |
| Progression of Standard Across Grades  details in a story to describe its characters, setting, or events.  details in a story to describe its characters, setting, or events.  from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  aspects of a text's illustrations and words in a print or digital text to demonstrate to what is conveyed the words in a story to describe its characters, setting, or plot. |  |   |          |          |        |     |                               |      | istrations contribute what is conveyed by words in a story |      |               |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 2

Reading: Literature

| RL.2.8  | (Not applicable for literature)  |                                 |                                 |  |  |  |  |  |  |
|---|--|---------------------------------|---------------------------------|--|--|--|--|--|--|
| To address this standard, students <i>could</i> : |  |                                 |                                 |  |  |  |  |  |  |
|   |  |                                 |                                 |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |                                 |                                 |  |  |  |  |  |  |
|   |  |                                 |                                 |  |  |  |  |  |  |
|   | RL.1.8   | RL.2.8                          | <u>RL.3.8</u>                   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Not applicable for literature)  | (Not applicable for literature) | (Not applicable for literature) |  |  |  |  |  |  |

| <u>K</u>  | 1   | <u>2</u> | <u>3</u>   |                    | Gr | <u>6</u><br>ade 2<br>:: Litera |                              | <u>8</u> | <u>9-10</u>                             | <u>11-12</u>   |  |  |  |
|---|---|----------|--|--------------------|----|--------------------------------|------------------------------|----------|---|--|--|--|--|
| RL.   | Compare and contrast two or more versions of the same story by different authors or from different cultures.  |          |  |                    |    |                                |                              |          |   |  |  |  |  |
| <ul> <li>Read a discussi</li> <li>Contem type of s</li> </ul> Kansas Hi | <ul> <li>Read a story and view a stage production or film version of that same story; then engage in discussions with peers or adults about similarities and differences between the two.</li> <li>Contemplate with peers or adults the cultural differences revealed in two different versions of one type of story (e.g., stories about coming home after an absence)</li> <li>Kansas High School Graduates Can:</li> </ul> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |          |  |                    |    |                                |                              |          |   |  |  |  |  |
|   |   |          |  |                    |    |                                |                              |          |   |  |  |  |  |
|   |   |          | <u>F</u>   | RL.1.9             |    |                                | RL.2                         | .9       |   | <u>RL.3.9</u>  |  |  |  |
| Progres<br>Standard<br>Gra  | d Across  | 1        | Compare the advence acceptance adverse acceptance accep | itures a<br>ses of | nd | two or<br>the sai              | more v<br>me stor<br>nt auth |          | of the tand writter. s. author si (e.g. | Compare and contrast<br>the themes, settings,<br>and plots of stories<br>written by the same<br>author about the same<br>or similar characters<br>(e.g., in books from a<br>series). |  |  |  |

|   | <u>K</u>   | 1                   | <u>2</u> | <u>3</u>                 |        | Gr | <u>6</u><br>ade 2<br>: Litera |       | <u>8</u> | <u>9-1</u> | <u>0</u> | <u>11-12</u>                |   |
|---|--|---------------------|----------|--------------------------|--------|----|-------------------------------|-------|----------|------------|----------|-----------------------------|---|
|   | Use knowledge of language and its conventions to compare formal and informal uses of English.  |                     |          |                          |        |    |                               |       |          |            |          |                             |   |
| To ad   | <ul> <li>Compare and contrast the language used by two different characters from a text, and discuss with peers or adults what the language they use suggests about the kind of characters they are.</li> <li>Imagine they are taking a trip to a character's or several different characters' homes or settings, and act out or describe what they would say, how they would act, what they might wear, etc.</li> </ul> |                     |          |                          |        |    |                               |       |          |            |          |                             |   |
|   | as Hig   | gh Schoo<br>es Can: |          | apply thei<br>and situat |        |    |                               |       |          |            |          | riety of context<br>tings). | S |
|   |  |                     |          |                          |        |    |                               |       |          |            |          |                             |   |
|   |  |                     |          | <u>R</u>                 | L.1.10 |    |                               | RL.2. | .10      |            |          | RL.3.10                     |   |
| Progression of Standard Across Grades  (Begins in Grade 2.)  Use knowledge of language and its conventions to compare formal and informal uses of English. (See details above.)  Use knowledge of language and its conventions. (Click limits above for details.) |  |                     |          |                          |        |    |                               |       | nk       |            |          |                             |   |

| <u>K</u>   | 1 2  | <u>3</u>                | <u>4</u>   |                  | <u>6</u><br>de 2<br>Litera | <u>7</u>          | <u>8</u>               | <u>9-10</u> | <u>11-12</u>   |  |  |  |
|--|--|-------------------------|------------|------------------|----------------------------|-------------------|------------------------|-------------|--|--|--|--|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)  c. Use a known root word as a clue to the meaning of an unknown word with the same root.  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  To address this standard, students could: |  |                         |            |                  |                            |                   |                        |             |  |  |  |  |
| <ul><li>Expering white</li><li>Make</li></ul>  | <ul> <li>Experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.</li> <li>Make educated guesses about three unknown words in a story they are reading, and then use print and/or online dictionaries to determine whether their guesses were correct.</li> </ul> |                         |            |                  |                            |                   |                        |             |  |  |  |  |
| Kansas Hig<br>Graduate   | h School   | Understar<br>building k | nd vocabul | ary ar<br>of nev | nd word<br>v words         | use in<br>, as we | a variety<br>Il as emp | of conte    | xts by consistently rategies for   |  |  |  |
|  |  |                         |            |                  |                            |                   |                        |             |  |  |  |  |
| Progression of Standard Across Grades  meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content,  meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content,   |  |                         |            |                  |                            |                   |                        |             | rmine or clarify the ning of unknown multiple-meaning is and phrases and on Grade 3 ing and content, using flexibly from a le of strategies. |  |  |  |

| <u>K</u> | 1  | <u>2</u> <u>3</u>                                   | _   | 5 <u>6</u><br>Grade 2<br>ling: Litera        | _                                | <u>8</u>  | <u>9-10</u>                      | <u>11-12</u>   |  |  |  |  |
|----------|--|---|---|--|----------------------------------|-----------|----------------------------------|--|--|--|--|--|
| R        | RL.2.12  Demonstrate understanding of word relationships and nuances in word meanings.  a. Identify real-life connections between words and their use.  b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.           |   |   |  |                                  |           |                                  |  |  |  |  |  |
| To addr  | To address this standard, students <i>could</i> :  |   |   |  |                                  |           |                                  |  |  |  |  |  |
| • M      | <ul> <li>Bring or make food that fits with a particular texture (e.g., gooey, crunchy, mushy).</li> <li>Move around the classroom or on the playground in ways defined by the verbs used by classmates or an instructor (e.g., rush, amble, stroll)</li> </ul> |   |   |  |                                  |           |                                  |  |  |  |  |  |
|          | High Schoo<br>lates Can:   | Understa  | and word me   | eanings, and                                 | nuance                           | es in wor | rd meanin                        | gs when reading.   |  |  |  |  |
|          |  |   |   |  |                                  |           |                                  |  |  |  |  |  |
|          |  | <u>F</u>  | RL.1.12   |  | RL.2.                            | 12        |                                  | RL.3.12  |  |  |  |  |
| Stand    | ression of<br>ard Across<br>rades  | support for demonstrations and relationship nuances | nding of wor<br>hips and<br>in word<br>s. (Click link | unders<br>relatio<br>nuanc<br>meani<br>above | nships a<br>es in wo<br>ngs. (Se |           | unde<br>relati<br>nuan<br>s meai | onstrate<br>erstanding of word<br>ionships and<br>nces in word<br>nings. (Click link<br>re for details.) |  |  |  |  |

| <u>K</u>                    | 1        | <u>2</u>                   | <u>3</u>   |   | Gr               | <u>6</u><br>ade 2<br>: Litera | _  | 8          | <u>9-10</u>             | <u>11-12</u>  |
|-----------------------------|----------|----------------------------|--|---|------------------|-------------------------------|--|------------|-------------------------|---|
| RL.2                        | .13      |                            |  | compre  | ehend h          |                               | ty litera                                    | ary text o | of appropri             | ate quantitative  |
| To address                  | this sta | ndard                      | l, stude   | nts cou   | ıld:             |                               |  |            |                         |   |
| level.  • Select a          |          | ersona                     | •  |   | _                |                               |  |            |                         | above Grade 2 pending upon the  |
| Kansas Hiç<br>Graduate      |          | ol In                      | terpret n  | neaning   | from a           | a variety o                   | of texts                                     | on their   | own.                    |   |
|                             |          |                            |  |   |                  |                               |  |            |                         |   |
|                             |          |                            | <u>R</u>   | L.1.13  |                  |                               | RL.2.  | .13        |                         | RL.3.13   |
| Progres<br>Standard<br>Grad | Across   | su<br>co<br>qu<br>ap<br>ar | vith promupport, recomprehe uality lite opropriate and quality omplexity | ead and<br>nd high<br>rary tex<br>e quan<br>ative | t of<br>titative | high quantit                  | uality lit<br>ropriate<br>ative a<br>tive co |            | of ap<br>quan<br>qualit | and comprehend quality literary text propriate titative and active complexity rade 3. |

| Ŀ      | <u>K</u>   | 1                        | <u>2</u> | <u>3</u>                               |               | Gra     | 6<br>ade 2                  | <u>7</u>                            |           | <u>9-10</u>                           | <u>11-12</u>   |  |
|--------|--|--------------------------|----------|--|---------------|---------|-----------------------------|-------------------------------------|-----------|---------------------------------------|--|--|
|        | RI.2   | .1                       |          | ask and a                              | nswer         | such qu |                             | as who,                             | , what, w |                                       | n, why, and how  |  |
| To add | ress   | this sta                 | ndar     | d, stude                               | nts <i>co</i> | uld:    |                             |                                     |           |                                       |  |  |
|        |  |                          |          |  |               | •       |                             |                                     |           | hare with բ                           | peers or adults  |  |
|        | answers to who, what, where, when, why, and how questions.  Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |                          |          |  |               |         |                             |                                     |           |                                       |  |  |
|        |  |                          |          |  |               |         |                             |                                     |           |                                       |  |  |
|        |  |                          |          | <u> </u>                               | RI.1.1        |         |                             | RI.2                                | .1        |                                       | <u>RI.3.1</u>  |  |
| Stand  |  | sion of<br>Across<br>les | c        | Ask and a<br>Juestions<br>Letails in a | about l       | key     | questic<br>where,<br>how to | ons as<br>when,<br>demor<br>tanding | g of key  | d quest<br>d demo<br>under<br>referri | nd answer such ions to nstrate standing of a text, ng explicitly to the sthe basis for the |  |

answers.

|       | <u>K</u>                  | 1                        | <u>2</u> <u>3</u> | 4<br>Readir                   | Gra        | 6<br>ide 2<br>iforma |                                   |                     | <u>9-1</u>    | <u>0</u> <u>11-12</u>   |
|-------|---------------------------|--------------------------|-------------------|-------------------------------|------------|----------------------|-----------------------------------|---------------------|---------------|---|
|       | RI.2                      | .2                       |                   |                               | oic of a   | a multi-p            | aragrap                           |                     | s well        | as the focus of   |
| To ac | ddress                    | this stan                | dard, stud        | ents <i>could</i>             | <b>!</b> : |                      |                                   |                     |               |   |
| • Di  | help thiscuss             | em find th<br>with peers | e main ide        | a of the full<br>the ways in  | text,      | as well a            | s the m                           | nain idea           | s of in       | s strategies intended<br>ndividual paragraphs.<br>ragraphs contribute to                                    |
|       | _                         | h School<br>s Can:       |                   | ne central id<br>ze the key s |            |                      |                                   |                     | analyzo       | e their development;  |
|       |                           |                          |                   |                               |            |                      |                                   |                     |               |   |
|       |                           |                          |                   | RI.1.2                        |            |                      | RI.2.2                            | 2                   |               | <u>RI.3.2</u>   |
|       | rogress<br>andard<br>Grad | Across                   | •                 | he main top<br>I key details  |            | of a mu<br>text as   | Ilti-para<br>well as<br>ific para | the focu<br>agraphs | ide<br>is the | etermine the main<br>ea of a text; recount<br>e key details and<br>cplain how they<br>upport the main idea. |

| <u>K</u>                     | 1         | <u>2</u> <u>3</u>  | <u>4</u>  |         | <u>6</u><br>ade 2                | <u>7</u>                                       | 8        | <u>9-10</u>   | <u>11-12</u>   |
|------------------------------|-----------|--------------------|---|---------|----------------------------------|--|----------|---|--|
|                              |           |                    | Read  | ling: I | nforma                           | tional   |          |   |  |
| RI.2                         | .3        |                    | e the conn<br>epts, or ste                                    |         |                                  |  |          |   | nts, scientific ideas  |
| To address                   | this stan | dard, stud         | ents cou  | ld:     |                                  |  |          |   |  |
| •                            |           | tions betwo        | •   |         |                                  | fe in a l                                      | habitat. |   |  |
| Kansas Hig<br>Graduate       |           |                    | neaning a<br>and orga   | •       | •                                | m inforr                                       | mational | text by an  | nalyzing its   |
|                              |           |                    |   |         |                                  |  |          |   |  |
|                              |           |                    | RI.1.3  |         |                                  | RI.2.  | 3        |   | RI.3.3   |
| Progress<br>Standard<br>Grad | Across    | two individeas, or | e the<br>on betwee<br>riduals, ev<br>pieces of<br>ion in a te | ents,   | between historic scientificoncep | en a ser<br>cal ever<br>fic ideas<br>ots, or s | nts,     | relation series event or contechrical text that properties are sequential to the sequential text are sequential | ribe the onship between a s of historical ts, scientific ideas ncepts, or steps in nical procedures in t, using language pertains to time, ence, and e/effect. |

|    | <u>K</u>                    | 1                    | <u>2</u>              | 3 <u>4</u><br>Rea   | Gra                     | <u>6</u><br>ade 2<br>nforma |                   |   | <u>9-1</u>            | <u>0</u>                     | <u>11-12</u>  |
|----|-----------------------------|----------------------|-----------------------|---|-------------------------|-----------------------------|-------------------|---|-----------------------|------------------------------|---|
|    | RI.2                        | 2.4                  |                       |   | neaning (               |                             |                   |   | n a text              | relevan                      | nt to a Grade 2   |
| To | address                     | this stan            | dard, st              | tudents co  | uld:                    |                             |                   |   |                       |                              |   |
| •  | phrases.                    | ucated gu            |                       |   |                         |                             |                   |   |                       |                              | words and reasoning to a  |
|    | nsas Hiç<br>Graduate        | gh School<br>es Can: |                       | iage delibei  | •                       |                             |                   |   |                       |                              | e of figurative<br>in the context of                                      |
|    |                             |                      |                       |   |                         |                             |                   |   |                       |                              |   |
|    |                             |                      |                       | <u>RI.1.4</u>   |                         |                             | RI.2              | .4                                      |                       |                              | RI.3.4  |
|    | Progres<br>Standard<br>Grad | Across               | ques<br>deter<br>mear | and answer<br>tions to help<br>mine or cla<br>ning of word<br>ses in a text | o<br>rify the<br>Is and | of wor                      | ds and<br>relevan | e meani<br>phrases<br>t to a<br>or subj | s in or<br>a<br>ect w | f gener<br>nd dom<br>ords ar | ne the meaning ral academic nain-specific nd phrases in a vant to a Grade |

3 topic or subject area.

|    | <u>K</u>                     | 1           | 2                 | <u>3</u>   | 4<br>Read  | _                    | <u>6</u><br>ade 2<br>Informa                         | 7<br>ationa   | <u>8</u>                                   | 9-1               | <u>10</u>                          | <u>11-12</u>  |          |
|----|------------------------------|-------------|-------------------|--|--|----------------------|--|---|--|-------------------|------------------------------------|---|----------|
|    | RI.2                         | .5          | Ç                 | Know and<br>glossaries<br>nformatio  | l use va<br>s, indexe                                  | rious te<br>es, elec | ext featur<br>etronic m                              | es (e.g   | ., captio                                  |                   |                                    | nt, subheadings<br>acts or  | 5,       |
| То | address                      | this sta    | ndar              | d, stude   | nts cou  | ıld:                 |  |   |  |                   |                                    |   |          |
|    | specific k                   | kind of inf | form              | ation with   | the hel  | p of tex             | kt feature   | es.   |  |                   |                                    | ey might find a   | 9        |
|    | nsas Hig<br>Graduate         |             | ) t               |  |  |                      |  |   |  |                   |                                    | ments to organi<br>and affect   | ize      |
|    |                              |             |                   |  |  |                      |  |   |  |                   |                                    |   |          |
|    |                              |             |                   | <u>F</u>   | RI.1.5   |                      |  | RI.2  | .5   |                   |                                    | RI.3.5  |          |
|    | Progress<br>Standard<br>Grad | Across      | t<br>c<br>e<br>id | Know and ext feature neadings, contents, electronic cons) to leacts or in ext. | res (e.g.<br>tables o<br>glossari<br>menus<br>ocate ke | of<br>es,<br>ey      | text feat caption subheat glossate electron to local | atures (<br>ns, bold<br>adings,<br>ries, inc<br>nic me<br>ate key<br>ation in | d print,<br>dexes,<br>nus, ico<br>facts or | s<br>v<br>h<br>ii | search<br>vords<br>nyperl<br>nform | ext features and<br>n tools (e.g., ke<br>, sidebars,<br>inks) to locate<br>ation relevant to<br>n topic efficient | ey<br>to |

efficiently.

| <u>K</u>   | 1        | <u>2</u>                 | <u>3</u>  |   | •                     | <u>6</u><br>ade 2<br>Informa | 7<br>ationa |           | <u>9-1</u> | <u>10</u> | <u>11-12</u>                                    |         |
|--|----------|--------------------------|---|---|-----------------------|------------------------------|-------------|-----------|------------|-----------|---|---------|
| RI.2.0   | 6        |                          | entify the  |   |                       |                              | rt, inclu   | ding wh   | at the     | autho     | or wants to                                     |         |
| To address t   | his stan | dard                     | l, stude  | nts <i>cou</i>                          | ıld:                  |                              |             |           |            |           |   |         |
| <ul><li>Explain or</li><li>Answer th</li><li>Then answer</li></ul> | e questi | on, "∖                   | Vhat is t   | the write                               | er doing              |                              |             | ecific po | oint or p  | oarag     | raph within a                                   | a text. |
| Kansas High<br>Graduates   |          |                          | ecognize<br>ferent p  |   |                       | perspec                      | tives ca    | ın be pre | esente     | d in d    | lifferent ways                                  | s for   |
|  |          |                          |   |   |                       |                              |             |           |            |           |   |         |
|  |          |                          | <u>F</u>  | RI.1.6                                  |                       |                              | RI.2        | .6        |            |           | <u>RI.3.6</u>                                   |         |
| Progressi<br>Standard A<br>Grade                                   | Across   | inf<br>illu<br>gr<br>inf | stinguisl<br>formatio<br>ustration<br>aphics a<br>formatio<br>e words | n provious, other<br>and or<br>n provio | ded by<br>r<br>ded by | purpos                       | ٦,          | text,     | p          | oint d    | guish their ov<br>of view from<br>author of a t | that    |

**Reading: Informational** Explain how specific images (e.g., a diagram showing how a machine **RI.2.7** works) contribute to and clarify a text. To address this standard, students could: Match illustrations to events and ideas in the text. Use images and text to find key details. Use visual text features to aid in understanding written text. Adjust their reading to accommodate non-print formats (illustrations, **Kansas High School** graphs, video, etc.) in addition to print formats, in order to understand **Graduates Can:** content. RI.1.7 **RI.2.7** RI.3.7 Use the illustrations Explain how specific Use information gained from illustrations (e.g., and details in a text to images (e.g., a diagram showing how maps, photographs) describe its key ideas. **Progression of** a machine works) and the words in a text Standard Across contribute to and to demonstrate Grades

clarify a text.

8

9-10

11-12

understanding of the text (e.g., where, when, why, and how key events occur).

7

K

1

2

<u>3</u>

#### Grade 2 **Reading: Informational RI.2.8** Describe how reasons support specific points the author makes in a text. To address this standard, students could: Discuss with peers the reasons an author provides for why something occurred. Find specific places in a text where an author provides reasons for something occurring. Follow the logic of an argument based on the validity of the claim and **Kansas High School Graduates Can:** evidence presented. **RI.1.8 RI.2.8 RI.3.8** Identify the reasons an Describe how reasons Describe the logical author gives to support support specific points connection between **Progression of** points in a text. the author makes in a particular sentences **Standard Across** text. and paragraphs in a Grades text (e.g., comparison, cause/effect.

8

7

9-10

11-12

first/second/third in a

sequence).

K

1

2

<u>3</u>

Reading: Informational Compare and contrast the most important points presented by two texts on **RI.2.9** the same topic. To address this standard, students could: Read two informational texts about two different ecosystems, and create a chart or graphic to show the similarities and differences between them. Discuss how two writers present important points about a single topic. Kansas High School Analyze how two or more texts address similar themes or topics in order to **Graduates Can:** build knowledge or to compare the approaches the authors take. RI.1.9 **RI.2.9** RI.3.9 Identify basic Compare and contrast Compare and contrast similarities in and the most important the most important points presented by two points and key details **Progression of** differences between presented in two texts two texts on the same texts on the same topic. **Standard Across** on the same topic. **Grades** topic (e.g., in illustrations. descriptions, or

7

9-10

11-12

K

2

<u>3</u>

procedures).

1

|       | <u>K</u>   | 1                        | 2   | <u>3</u>                 | <u>4</u> |          | 6<br>ade 2<br>Informa | 7     | <u>8</u> | <u>9-</u>      | <u>10</u>                   | <u>11-12</u>  |       |
|-------|--|--------------------------|-----|--------------------------|----------|----------|-----------------------|-------|----------|----------------|-----------------------------|---|-------|
|       | RI.2   | .10                      |     | Use knowl<br>informal us | ledge o  | f langua | age and               |       |          | to com         | npare                       | formal and  |       |
| To ac | dress  | this sta                 | nda | rd, studeı               | nts cou  | ıld:     |                       |       |          |                |                             |   |       |
| •     | <ul> <li>Compare and contrast the differences in language between a personal account of a historical event and a textbook's account of a historical event, and the effects of that language. (e.g., How do the two texts look different? What kinds of words are used? What emotions do you feel after reading each one?)</li> <li>Imagine themselves in various situations outside of their classroom, and role play how they might act and what they might say, then discuss with peers the differences in their words and actions.</li> </ul> |                          |     |                          |          |          |                       |       |          |                |                             |   |       |
|       | -  | gh Schoo<br>es Can:      |     | Apply theil              |          | _        |                       | -     |          |                |                             | ariety of conte<br>tings).  | exts  |
|       |  |                          |     |                          |          |          |                       |       |          |                |                             |   |       |
|       |  |                          |     | R                        | I.1.10   |          |                       | RI.2. | 10       |                |                             | RI.3.10   |       |
|       |  | sion of<br>Across<br>des |     | (Begins in               | Grade    | 2.)      | langua<br>conve       |       |          | are to the ses | langua<br>conver<br>to reco | nowledge of age and its ntions when reporting and observed to the contract of | serve |

of English.

differences between the conventions of spoken and

written standard English.

|      | <u>K</u>      | <u>1</u>                 | <u>2</u>             | <u>3</u>  | <u>4</u>   | <u>5</u><br>Gr                                 | 6<br>ade 2   | <u>7</u>  | <u>8</u>   | <u>9-10</u>   | <u>11-12</u>   |
|------|---------------|--------------------------|----------------------|---|--|--|--|---|--|---|--|
|      |               |                          |                      |   | Read   | ding:  | Informa  | ationa  | I  |   |  |
|      | RI.2          | .11                      | ph                   | rases <i>k</i> riety of a. Us ph b. De ad c. Us wit d. Us e. Us | strategiese senter rase. Setermine ded to a se a know the same se aning of se glossa | the me known root me root edge of comperies ar | e 2 readined and a context and | the never a clue to the never a clue to the new to the | content, con | hoosing to meaning the med who py) aning of a lawords to se). | meaning words and flexibly from a g of a word or en a known prefix is an unknown word o predict the t and digital, to ses. |
| To a | ddress        | this star                | ndard                |   |  |  | ,  |   |  | I   | -  |
| •    | in wh<br>Make | ich prefix               | es affe<br>d gues    | ect the<br>sses ab  | meaning<br>oout thre   | gs of di<br>e unkn                             | ifferent wor   | ords.<br>ds in ar   | n article tl   | hey are r   | eading, and then   |
|      | sas Hig       | gh Schoo<br>es Can:      | I Un                 | idersta<br>ilding k   | nd vocal   | oulary a                                       | and word   | d use in<br>s, as we  | a variety  | of conte  | xts by consistently rategies for   |
|      |               |                          |                      |   |  |  |  |   |  |   |  |
|      |               |                          |                      | <u> </u>  | RI.1.11  |  |  | RI.2.   | 11   |   | RI.3.11  |
|      |               | sion of<br>Across<br>des | me<br>an<br>wo<br>ba | eaning of<br>d multipords and<br>sed on                         | e or clari of unkno ole-meai d phrase Grade 1 nd conte                               | own<br>ning<br>es                              | meani<br>and m<br>words<br>based   | ng of ur  | neaning<br>rases<br>de 2   | mea<br>and<br>word<br>base                                    | ermine or clarify the ning of unknown multiple-meaning ds and phrases ed on Grade 3 ling and content,                      |

choosing flexibly from a

variety of strategies.

(See details above.)

choosing flexibly from a

range of strategies. (Click link above for

details.)

choosing flexibly from a

variety of strategies.

(Click link above for

details.)

|  | <u>K</u>   | 1                   | <u>2</u> | <u>3</u> | <u>4</u> |       | <u>6</u><br>ade 2 | <u>7</u> | <u>8</u> | <u>9-10</u>  | <u>11-12</u>      |  |  |  |
|--|--|---------------------|----------|----------|----------|-------|-------------------|----------|----------|--|-------------------|--|--|--|
|  |  |                     |          |          | Read     | ding: | Informa           | ationa   | ı        |  |                   |  |  |  |
|  | RI.2.12  RI.2.12  a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.  To address this standard, students could:   |                     |          |          |          |       |                   |          |          |  |                   |  |  |  |
| To ad  | <ul> <li>To address this standard, students could:</li> <li>Work with peers to make connections between how schools were 100 years ago and how schools are today.</li> <li>Participate in an observation of a phenomenon, and collaboratively or independently complete a simple lab report that asks students to describe the phenomenon with specific language (e.g., gooey, sticky, mushy)</li> </ul> |                     |          |          |          |       |                   |          |          |  |                   |  |  |  |
|  |  | gh Schoo<br>es Can: | OI UI    | nderstar | nd word  | meani | ngs, and          | nuanc    | es in wo | rd meanir  | ngs when reading. |  |  |  |
|  |  |                     |          |          |          |       |                   |          |          |  |                   |  |  |  |
|  |  |                     |          | R        | RI.1.12  |       |                   | RI.2.    | 12       |  | RI.3.12           |  |  |  |
| Progression of Standard Across Grades  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)  Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)  Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.) |  |                     |          |          |          |       |                   |          |          | tionships and<br>nces in word<br>anings. (Click link |                   |  |  |  |

| <u>K</u>  | 1                             | 2              | <u>3</u>  |  | Gr                   | <u>6</u><br>ade 2<br>Informa |  |           | <u>9-10</u>                   | <u>11-12</u>  |
|---|-------------------------------|----------------|---|--|----------------------|------------------------------|--|-----------|-------------------------------|---|
|   | .2.13                         |                | quantitativ   | compre<br>e and  | ehend h<br>qualitati | nigh quali                   | ty infor                                   | mationa   |                               | appropriate   |
| <ul><li>Particular</li><li>level.</li><li>Selection</li></ul> | pate in sl                    | hared<br>perso | •   | ndent re   | eadings              |                              |  | ·         |                               | or above Grade 2<br>epending upon the   |
| Kansas<br>Gradu   | ligh Sch<br>ates Can          |                | Interpret r   | meaning  | ງ from a             | a variety o                  | of infor                                   | mational  | l texts.                      |   |
|   |                               |                |   |  |                      |                              |  |           |                               |   |
|   |                               |                | <u>R</u>  | <u> </u>   |                      |                              | RI.2.                                      | 13        |                               | RI.3.13   |
| Standa  | ession of<br>rd Acros<br>ades | ss             | With pronsupport, recomprehe quality infects of apprendictive qualitative for Grade | ead and end high ormation or opriative and each or complete complete and each or complete and | d<br>n<br>nal<br>e   | high quinforma<br>approp     | uality<br>ational<br>oriate q<br>ualitativ | uantitati | high<br>info<br>ve app<br>and | ad and comprehend<br>n quality<br>rmational text of<br>propriate quantitative<br>I qualitative<br>nplexity for Grade 3. |

<u>K</u> <u>2</u> <u>11-12</u> <u>1</u> <u>3</u>

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                       | W.3.1<br>W.3.4<br>W.3.7<br>W.3.10<br>W.3.12      | W.3.2<br>W.3.5<br>W.3.8<br>W.3.11     | <u>W.3.3</u><br><u>W.3.6</u><br><u>W.3.9</u> |
|---|--|---------------------------------------|--|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.3.1<br>SL.3.4<br>SL.3.7                       | SL.3.2<br>SL.3.5<br>SL.3.8            | SL.3.3<br>SL.3.6                             |
| Reading: Foundational Print Concepts Phonological Awareness Phonics and Word Recognition Fluency  | RF.3.1<br>RF.3.2<br>RF.3.3<br>RF.3.4             |                                       |  |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text       | RL.3.1<br>RL.3.4<br>RL.3.7<br>RL.3.10<br>RL.3.13 | RL.3.2<br>RL.3.5<br>RL.3.8<br>RL.3.11 | RL.3.3<br>RL.3.6<br>RL.3.9<br>RL.3.12        |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Level of Text | RI.3.1<br>RI.3.4<br>RI.3.7<br>RI.3.10<br>RI.3.13 | RI.3.2<br>RI.3.5<br>RI.3.8<br>RI.3.11 | RI.3.3<br>RI.3.6<br>RI.3.9<br>RI.3.12        |



#### **Text Types and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1
  - Know the difference between fact and opinion
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
  - Provide reasons that support the opinion
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
  - Provide a concluding statement or section
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear W.3.3 event sequences.
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

#### **Production and Distribution of Writing**

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With quidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With quidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources

and sort evidence into provided categories.

W.3.9 (Begins in grade 4)

#### Language in Writing

| Language n | . •••••••  |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|--|
| W.3.10     | Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. |  |  |  |  |  |  |  |  |
|            | W.3.10.a   | Choose words and phrases for effect.   |  |  |  |  |  |  |  |
|            | W.3.10.b   | Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. |  |  |  |  |  |  |  |
|            | W.3.10.c   | Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.                                  |  |  |  |  |  |  |  |
|            | W.3.10.d   | Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).   |  |  |  |  |  |  |  |
|            | W.3.10.e   | Ensure subject-verb and pronoun-antecedent agreement when writing.   |  |  |  |  |  |  |  |
|            | W.3.10.f   | Form and use comparative and superlative adjectives and adverbs, and choose between them   |  |  |  |  |  |  |  |
|            | W 2 40 m   | depending on what is to be modified.   |  |  |  |  |  |  |  |
|            | W.3.10.g   | Use coordinating and subordinating conjunctions.   |  |  |  |  |  |  |  |
|            | W.3.10.h   | Produce simple, compound, and complex sentences.   |  |  |  |  |  |  |  |
| W.3.11     | Demonstrate  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                 |  |  |  |  |  |  |  |
|            | W.3.11.a   | Capitalize appropriate words in titles.  |  |  |  |  |  |  |  |
|            | W.3.11.b   | Use commas in addresses.   |  |  |  |  |  |  |  |
|            | W.3.11.cUse  | commas and quotation marks in dialogue.  |  |  |  |  |  |  |  |
|            | W.3.11.d   | Form and use possessives.  |  |  |  |  |  |  |  |
|            | W.3.11.e   | Use conventional spelling for high-frequency and other studied words and   |  |  |  |  |  |  |  |
|            |  | for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   |  |  |  |  |  |  |  |
|            | W.3.11.f Use   | spelling patterns and generalizations when writing words.  |  |  |  |  |  |  |  |
|            | W.3.11.g   | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.                           |  |  |  |  |  |  |  |

#### Range of Writing

W.3.12 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.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3

### **Speaking and Listening**

#### **Comprehension and Collaboration**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - SL.3.1.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.
  - SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - SL.3.1.d Explain their ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Language in Speaking and Listening

- SL.3.7 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
  - SL.3.7.a Choose words and phrases for effect.
  - SL.3.7.b Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
  - SL.3.7.c Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
  - SL.3.7.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
  - SL.3.7.e Ensure subject-verb and pronoun-antecedent agreement when speaking.
  - SL.3.7.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - SL.3.7.g Use coordinating and subordinating conjunctions.
  - SL.3.7.h Produce simple, compound, and complex sentences.
- SL.3.8 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3

**Reading: Foundational** 

### **Print Concepts**

RF.3.1 Not applicable to Grade 3

#### **Phonological Awareness**

RF.3.2 Not applicable to Grade 3

### **Phonics and Word Recognition**

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

| RF.3.3.a | Identify and know the meaning of the most common prefixes and derivational |
|----------|--|
|          | suffixes (e.g., infield, wonderful).                                       |
| RF.3.3.b | Decode words with common Latin suffixes (e.g., -able, -ation, -ible).      |
| RF.3.3.c | Decode multisyllabic words.  |
| RF.3.3.d | Read grade-appropriate irregularly spelled words.                          |

#### Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

| RF.3.4.a | Read on-level text with purpose and understanding.                         |
|----------|--|
| RF.3.4.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and |
|          | expression on successive readings.   |
| RF.3.4.c | Use context to confirm or self-correct word recognition and understanding, |
|          | rereading as necessary.  |

|                                    | <u>K</u>   | 1   | <u>2</u>  | <u>3</u>   |            | <u>5</u><br>Gra<br>ading: | de 3       |           | 8         | <u>9-10</u>     | <u>11-12</u>           |   |
|------------------------------------|--|---|-----------|------------|------------|---------------------------|------------|-----------|-----------|-----------------|------------------------|---|
|                                    |  |   |           |            |            | g.                        |            |           |           |                 |                        |   |
| Key Ideas and Details              |  |   |           |            |            |                           |            |           |           |                 |                        |   |
| RL.3.1                             |  |   |           |            |            | emonstra                  | ite unde   | rstandinç | g of a te | kt, referring e | explicitly to the text | : |
| DI 0.0                             |  |   |           | r the ans  |            |                           |            |           |           | 1,              |                        |   |
| RL.3.2                             |  |   |           |            |            |                           |            |           |           |                 | determine the          |   |
| RL.3.3                             |  | central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |           |            |            |                           |            |           |           |                 |                        |   |
| Craft a                            | and St   | ructure   |           |            |            |                           |            |           |           |                 |                        |   |
| RL.3.4                             |  | Detern  |           | •          | •          | s and ph                  | rases a    | s they ar | e used i  | n a text, disti | nguishing              |   |
| RL.3.5                             | •  | literal from nonliteral language.  Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.                |           |            |            |                           |            |           |           |                 |                        |   |
| RL.3.6                             | i  | Disting   | guish the | ir own po  | oint of vi | ew from                   | that of th | ne narrat | or or the | se of the cha   | aracters.              |   |
| Integration of Knowledge and Ideas |  |   |           |            |            |                           |            |           |           |                 |                        |   |
| _                                  | RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |   |           |            |            |                           |            |           |           | ;               |                        |   |
| RL.3.8                             |  | ٠ .   |           | for litera | ,          |                           |            |           |           |                 |                        |   |
| RL.3.9                             |  | •   |           |            |            | ies, settii<br>icters (e. | •          | •         |           | •               | e same author          |   |

| Language in   | Reading: Lite | rature  |  |  |  |  |  |  |
|---|---------------|---|--|--|--|--|--|--|
| RL.3.10 Use knowledge of language and its conventions when reading. |               |   |  |  |  |  |  |  |
|   | RL.3.10.a     | Recognize and observe differences between the conventions of spoken and written standard English.       |  |  |  |  |  |  |
| RL.3.11   | Determine or  | clarify the meaning of unknown and multiple-meaning words and phrases based on                          |  |  |  |  |  |  |
|   | Grade 3 read  | ling and content, choosing flexibly from a range of strategies.   |  |  |  |  |  |  |
|   | RL.3.11.a     | Use sentence-level context as a clue to the meaning of a word or phrase.                                |  |  |  |  |  |  |
|   | RL.3.11.b     | Determine the meaning of the new word formed when a known affix is                                      |  |  |  |  |  |  |
|   |               | added to a known word.  |  |  |  |  |  |  |
|   | RL.3.11.c     | Use a known root word as a clue to the meaning of an unknown word with                                  |  |  |  |  |  |  |
|   |               | the same root (e.g., company, companion).   |  |  |  |  |  |  |
|   | RL.3.11.d     | Use glossaries or beginning dictionaries, both print and digital, to determine or                       |  |  |  |  |  |  |
|   |               | clarify the precise meaning of key words and phrases.   |  |  |  |  |  |  |
| RL.3.12   | Demonstrate   | understanding of word relationships and nuances in word meanings.                                       |  |  |  |  |  |  |
|   | RL.3.12.a     | Distinguish the literal and figurative meanings of words and phrases in                                 |  |  |  |  |  |  |
|   |               | context.  |  |  |  |  |  |  |
|   | RL.3.12.b     | Identify real-life connections between words and their uses.  |  |  |  |  |  |  |
|   | RL.3.12.c     | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. |  |  |  |  |  |  |

### **Range of Reading and Level of Text**

RL.3.13 Read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

# Grade 3 Reading: Informational

#### **Key Ideas and Details**

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### **Craft and Structure**

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Language in Reading: Informational

- RI.3.10 Use knowledge of language and its conventions when reading.
  - RI.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.
- RI.3.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies.
  - RI.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
  - RI.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word.
  - RI.3.11.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - RI.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- RI.3.12 Demonstrate understanding of word relationships and nuances in word meanings.
  - RI.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.
  - RI.3.12.b Identify real-life connections between words and their uses.
  - RI.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

#### Range of Reading and Level of Text

RI.3.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          | _        |          |          | Gra      | ade 3    |          |   |             |              |
|          |          |          |          |          | Wı       | riting   |          |   |             |              |

|       | Write opinion pieces on topics or texts, supporting a point of view with reasons.  |  |  |  |  |  |  |  |
|-------|--|--|--|--|--|--|--|--|
| W.3.1 | <ul> <li>a. Know the difference between fact and opinion</li> <li>b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> <li>c. Provide reasons that support the opinion</li> <li>d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</li> <li>e. Provide a concluding statement or section</li> </ul> |  |  |  |  |  |  |  |

### To address this standard, students could:

- Sort information about a topic by fact or opinion.
- Write a persuasive paragraph about a topic.
- Create an ad to convince a potential consumer to purchase their product.

| Kansas High School<br>Graduates Can:        | Use valid reasoning and relevant and sufficient evidence to support a written argument.   |   |   |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|
|   |   |   |   |  |  |  |  |  |
|   | <u>W.2.1</u>  | W.3.1   | <u>W.4.1</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure. | Write opinion pieces on topics or texts, supporting a point of view with reasons. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |  |  |  |  |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | 4 | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|---|----------|----------|----------|---|-------------|--------------|
|          |          |   |          |   | Gra      | ade 3    |          |   |             |              |
|          |          |   |          |   | Wı       | riting   |          |   |             |              |

| witting  |   |   |   |  |  |  |  |  |
|--|---|---|---|--|--|--|--|--|
|  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |   |   |  |  |  |  |  |
| W.3.2  | <ul> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul> |   |   |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |   |   |  |  |  |  |  |
| <ul> <li>Create a research presentation to inform their peers about a topic.</li> <li>Write an article to share information with their peers.</li> <li>Develop a digital presentation to include multimedia components to share with their peers.</li> </ul> |   |   |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.  |   |   |  |  |  |  |  |
|  |   |   |   |  |  |  |  |  |
|  | <u>W.2.2</u>  | W.3.2   | <u>W.4.2</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly. | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly. |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |          |          |          |          | ade 3    |          |   |             |              |

|   | '  | Writing   |   |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |   |   |  |  |  |  |  |
| W.3.3   | <ul> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> |   |   |  |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :   |   |   |  |  |  |  |  |
| <ul><li>Create and complete</li><li>Create an alternate</li></ul>   | e an interview of a char ending to a story.  | acter in a book.  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |   |   |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |
|   | <u>W.2.3</u>   | W.3.3   | <u>W.4.3</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |  |  |

| K | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|---|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|   |          |   |          |          | Gra      | ade 3    |          |   |             |              |
|   |          |   |          |          | Wı       | riting   |          |   |             |              |

| Willing   |   |   |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| W.3.4   | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |   |  |  |  |  |  |  |
| To address this stand                           | To address this standard, students <i>could</i> :   |   |  |  |  |  |  |  |
| Produce a coherent, organized piece of writing. |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:            | Create texts appropriate for specific purposes, audiences, and tasks.   |   |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |
|   | <u>W.2.4</u>  | W.3.4   | <u>W.4.4</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades     | (Begins in grade 3)   | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

## **Grade 3** Writing

W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

#### To address this standard, students could:

- Plan a writing piece with a focused topic.
- Revise to strengthen writing piece.
- Edit to strengthen writing piece.

### Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

|   | <u>W.2.5</u>  | W.3.5   | <u>W.4.5</u>  |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. |

#### W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### To address this standard, students *could*:

- Use digital tools to publish writing.
- Produce a final copy.
- Work collaboratively with peers.
- Develop keyboarding skills.

### Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

W.3.6

#### Progression of Standard Across Grades

With guidance and With guidance and support from adults, support from adults, use use a variety of digital technology to produce tools to produce and and publish writing publish writing, (using keyboarding including in skills) as well as to interact and collaborate collaboration with with others. peers.

W.2.6

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 one page in a single sitting.

W.4.6

2 <u>K</u> <u>5</u> <u>6</u> 9-10 11-12 <u>1</u> <u>7</u>

#### **Grade 3** Writing

### W.3.7 Conduct short research projects that build knowledge about a topic. To address this standard, students could:

Ask questions to support the inquiry process.

observations).

- Select a topic of personal interest and compose questions about that topic to guide inquiry.
- Utilize digital tools to find answers to research questions, and to present findings to peers and adults.

| Kansas High School<br>Graduates Can: | Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning. |  |  |  |  |  |  |  |
|--------------------------------------|--|--|--|--|--|--|--|--|
|                                      |  |  |  |  |  |  |  |  |
|                                      | <u>W.2.7</u>   | W.3.7  | <u>W.4.7</u>   |  |  |  |  |  |
| Progression of<br>Standard Across    | Participate in shared research and writing projects (e.g., read a  | Conduct short research projects that build knowledge about a | Conduct short research projects that build knowledge through |  |  |  |  |  |

# Grades

number of books on a topic. single topic to produce a report; record science

investigation of different aspects of a topic.

#### Grade 3 Writing

|   | <b>W</b> i  | riting  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |   |   |  |  |  |  |  |  |
| To address this stand   | lard, students <i>could</i> :   |   |  |  |  |  |  |  |
| <ul> <li>Participate in a sorting activity in which they sort several pieces of information into categories relevant to the topic or writing purpose. (e.g., Sort informational paragraphs about honeybees into these groups, depending on content of the paragraphs: habitat, life cycle, roles and jobs in the hive, etc.)</li> </ul> |   |   |  |  |  |  |  |  |
| Kansas High School Graduates Can:  Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.  |   |   |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |
|   | <u>W.2.8</u>  | W.3.8   | <u>W.4.8</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of |  |  |  |  |  |

sources.

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3 Writing

| W.3.9   | (Begins in grade 4)  |                     |  |  |  |  |  |  |
|---|--|---------------------|--|--|--|--|--|--|
| To address this standard, students <i>could</i> : |  |                     |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Locate and use supportive and relevant evidence from a range of text types to strengthen original works. |                     |  |  |  |  |  |  |
|   |  |                     |  |  |  |  |  |  |
|   | <u>W.2.9</u>   | W.3.9               | <u>W.4.9</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 4)  | (Begins in grade 4) | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |  |  |  |  |  |
|   |  |                     | Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). |  |  |  |  |  |
|   |  |                     | Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").   |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          | _        |          |          | Gra      | ade 3    |          |   |             |              |
|          |          |          |          |          | Wı       | riting   |          |   |             |              |

| W.3.10  | Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.  a. Choose words and phrases for effect.  b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.  c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.  d. Form and use the simple verb tenses (e.g., I walked, I walk, I will |  |  |  |
|---|--|--|--|--|
|   | <ul> <li>walk).</li> <li>e. Ensure subject-verb and pronoun-antecedent agreement when writing.</li> <li>f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Use coordinating and subordinating conjunctions.</li> <li>h. Produce simple, compound, and complex sentences.</li> </ul>  |  |  |  |
| To address this standard, students <i>could</i> : |  |  |  |  |

- Engage in a writing process that allows them to review and use models to determine how to make their writing more effective.
- Look closely at the use of subjects and verbs in their own writing to determine whether they agree, and revise their work accordingly.

| Kansas High School<br>Graduates Can: | Accurately and effectively writing. | y use standard English grai | mmar and usage when       |
|--------------------------------------|-------------------------------------|-----------------------------|---------------------------|
|                                      | W 2 4 0                             | W 2 40                      | W 4.40                    |
|                                      | <u>W.2.10</u>                       | W.3.10                      | <u>W.4.10</u>             |
|                                      | Demonstrate command                 | Demonstrate                 | Demonstrate command       |
| Progression of                       | of the conventions of               | knowledge of language       | of the conventions of     |
| Standard Across                      | standard English                    | and command of the          | standard English          |
| Grades                               | grammar and usage                   | conventions of standard     | grammar and usage         |
|                                      | when writing. (Click link           | English grammar and         | when writing. (Click link |
|                                      | above for details.)                 | usage when writing.         | above for details.)       |
|                                      |                                     | (See details above.)        |                           |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          | _        |          |          | Gra      | ade 3    |          |          |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

|   | · · · · · · · · · · · · · · · · · · ·  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                       |  |  |  |  |  |
|   | a. Capitalize appropriate words in titles.   |  |  |  |  |  |
|   | b. Use commas in addresses.  |  |  |  |  |  |
|   | c. Use commas and quotation marks in dialogue.   |  |  |  |  |  |
| W.3.11  | d. Form and use possessives.   |  |  |  |  |  |
|   | e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |  |  |  |  |  |
|   | f. Use spelling patterns and generalizations when writing words.   |  |  |  |  |  |
|   | g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  |  |  |  |  |  |
| To address this standard, students <i>could</i> :   |  |  |  |  |  |  |
| <ul> <li>Engage in a free writing activity, and then practice reviewing work to check and correct spelling, if necessary.</li> <li>Write a letter to the principal about a school-related topic, and attend to appropriate uses of</li> </ul> |  |  |  |  |  |  |
| capial letters and commas.  |  |  |  |  |  |  |
| Kansas High School Accurately and effectively use the mechanics of standard English for the purpose of productive communication.  |  |  |  |  |  |  |

### Graduates Can:

purpose of productive communication.

|   | <u>W.2.11</u>   | W.3.11  | <u>W.4.11</u>  |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   |          |          | Gra      | ade 3    |          | _ |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

| W.3.12                                      | 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. |  |  |  |  |  |
|---|---|--|--|--|--|--|
| To address this stand                       | ard, students <i>could</i> :  |  |  |  |  |  |
| _   | ent purposes and audience nunicate thoughts, question   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Write routinely over varied time frames for a range of tasks, purposes, and audiences.  |  |  |  |  |  |
|   |   |  |  |  |  |  |
|   | <u>W.2.12</u>   | W.3.12   | <u>W.4.12</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 3)   | 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 | 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.

audiences.

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 3 Speaking and Listening

|                                      | Speaking and Listening  |  |  |  |  |  |
|--------------------------------------|---|--|--|--|--|--|
| SL.3.1                               | <ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their ideas and understanding in light of the discussion.</li> </ul> |  |  |  |  |  |
| To address this stand                | ard, students <i>could</i> :  |  |  |  |  |  |
|                                      | discussions focused on a common text. discussions focused on a topic presented in class.  |  |  |  |  |  |
| Kansas High School<br>Graduates Can: | Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.  |  |  |  |  |  |

|   | <u>SL.2.1</u>  | SL.3.1   | <u>SL.4.1</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Participate in collaborative conversations about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3 Speaking and Listening

| SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |   |   |   |  |  |
|--|---|---|---|--|--|
| Know the definition of   | ard, students could: of a key detail and identify of a main idea and identify ion presented orally and/or               | main ideas.   |   |  |  |
| Kansas High School<br>Graduates Can:   |   |   |   |  |  |
|  |   |   |   |  |  |
|  | <u>SL.2.2</u>   | SL.3.2  | <u>SL.4.2</u>   |  |  |
| Progression of<br>Standard Across<br>Grades  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. |  |  |

#### **Speaking and Listening** Ask and answer questions about information from a speaker, offering **SL.3.3** appropriate elaboration and detail. To address this standard, students could: Ask and answer questions about information presented orally. Distinguish between a question and a statement. Construct relevant statements and questions. Provide elaboration and detail when answering questions about information from a speaker. Objectively assess the relevance, accuracy, and validity of a speaker's **Kansas High School Graduates Can:** claim and supporting evidence. SL.2.3 **SL.3.3** SL.4.3 Ask and answer Identify the reasons Ask and answer and evidence a questions about what a questions about speaker says in order information from a speaker provides to **Progression of** to clarify speaker, offering support particular Standard Across comprehension, gather appropriate elaboration points. **Grades** additional information, and detail.

Grade 3

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<u>7</u>

9-10

11-12

K

1

2

<u>3</u>

or deepen

understanding of a topic or issue.

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3

**Speaking and Listening** 

#### **SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### To address this standard, students could:

- Identify words that appeal to the senses.
- Use words that suggest feelings.
- Use appropriate volume, enunciation, and rate when speaking for a variety of purposes.
- Speech is logical and understandable.
- Focus on details that relate directly to the topic or text.

#### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

#### Progression of Standard Across Grades

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.4** 

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.4

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

## Grade 3 Speaking and Listening

#### SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

#### To address this standard, students could:

- Produce physical or digital drawings depicting information described with detail.
- Create visual displays to emphasize facts or details.
- Use technology to create audio recordings.
- Create Audio recordings demonstrating reading fluently with appropriate pacing.
- Recount experiences.

#### Kansas High School Graduates Can:

Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

#### Progression of Standard Across Grades

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.5

#### Grade 3 **Speaking and Listening** Speak in complete sentences when appropriate to task and situation in order **SL.3.6** to provide requested detail or clarification. To address this standard, students could: Speak with appropriate volume, enunciation, and rate. Use complete sentences when speaking including a subject and a predicate. Effectively adapt speech to fit a variety of contexts and communication Kansas High School **Graduates Can:** situations. **SL.2.6 SL.3.6** SL.4.6 Produce complete Speak in complete Differentiate between sentences when sentences when contexts that call for appropriate to task and appropriate to task and formal English (e.g., situation in order to situation in order to presenting ideas) and **Progression of** situations where provide requested provide requested **Standard Across** detail or clarification. detail or clarification. informal discourse is Grades appropriate (e.g., smallgroup discussion); use

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<u>7</u>

9-10

11-12

formal English when appropriate to task and

situation.

K

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<u>3</u>

| <u>K</u>  | <u>1</u>   | 2   | <u>3</u>   | <u>4</u> | <u>5</u> | <u>6</u>                                       | <u>7</u>                                   | 8   | <u>9-10</u>                         | 11-12  |
|---|--|-----|--|----------|----------|--|--|---|-------------------------------------|--|
| _   | _  |     | _  | _        |          | ade 3  |  |   |                                     |  |
|   |  |     |  |          |          | and Lis  |  |   |                                     |  |
| Demonstrate knowledge of language and command of the conventions of stand English grammar and usage when speaking.  a. Choose words and phrases for effect.  b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.  c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.  d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).  e. Ensure subject-verb and pronoun-antecedent agreement when speaking f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  g. Use coordinating and subordinating conjunctions.  h. Produce simple, compound, and complex sentences. |  |     |  |          |          |  |  | nd adverbs when eaning. nct nouns, and walk, I will walk). nt when speaking. und adverbs, and |                                     |  |
| To address  | this star  | nda |  |          |          | mpound,  | , and cc                                   | ilipiez se  | interices.                          |  |
| choos<br>• Colla  | <ul> <li>Role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result.</li> <li>Collaborate with peers to prepare a presentation for an audience in which they attempt to convince an audience to make a certain decision about an important issue.</li> </ul> |     |  |          |          |  |  | ·   |                                     |  |
| <b>Kansas High School</b> Accurately and effectively use standard English grammar and use speaking.   |  |     |  |          |          | and usage when                                 |  |   |                                     |  |
|   |  |     |  |          |          |  |  |   |                                     |  |
|   |  |     | 5  | SL.2.7   |          |  | SL.3                                       | 3.7   |                                     | <u>SL.4.7</u>  |
| Progression of<br>Standard Across<br>Grades   |  |     | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for details.) |          |          | of lang<br>comma<br>conver<br>English<br>usage | juage a<br>and of t<br>ntions o<br>h gramr | he<br>f standard<br>nar and<br>peaking.   | the constant<br>stand<br>and uspeal | onstrate command of<br>onventions of<br>lard English grammar<br>usage when<br>king. (Click link<br>e for details.) |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3 Speaking and Listening

To address this standard, students could:

- Practice conversations related to a specific text in which they must use domain-specific language in order to convey meaning.
- Describe to a group of peers his or her "perfect day," including where it would take place, when each activity would happen, etc.

signal spatial and temporal relationships.

### Kansas High School Graduates Can:

**SL.3.8** 

Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that

#### Progression of Standard Across Grades

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**SL.2.8** 

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**SL.3.8** 

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**SL.4.8** 

Reading: Foundational

|                                   | Print Concepts             |  |  |  |  |  |  |  |
|-----------------------------------|----------------------------|--|--|--|--|--|--|--|
| RF.3.1                            | Not applicable to grade 3. |  |  |  |  |  |  |  |
| To address this sta               | ndard, students could:     |  |  |  |  |  |  |  |
|                                   |                            |  |  |  |  |  |  |  |
|                                   |                            |  |  |  |  |  |  |  |
| Progression of<br>Standard Across |                            |  |  |  |  |  |  |  |
| Grades                            |                            |  |  |  |  |  |  |  |

Reading: Foundational

|   | reading: i candational         |  |  |  |  |  |  |
|---|--------------------------------|--|--|--|--|--|--|
| Phonological Awareness                      |                                |  |  |  |  |  |  |
| RF.3.2                                      | Not applicable to grade 3.     |  |  |  |  |  |  |
| To address this star                        | ndard, students <i>could</i> : |  |  |  |  |  |  |
|   |                                |  |  |  |  |  |  |
|   |                                |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |                                |  |  |  |  |  |  |

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

**Reading: Foundational** 

| Phonics and Word Recognition   |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Know and apply grade-level phonics and word analysis skills in decoding words.                                     |  |  |  |  |  |  |
| a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). |  |  |  |  |  |  |
| b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).   |  |  |  |  |  |  |
| <ul><li>c. Decode multisyllabic words.</li><li>d. Read grade-appropriate irregularly spelled words.</li></ul>      |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

#### To address this standard, students *could*:

- Select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults.
- Read silently or aloud books with multisyllabic words, and check understanding of the text with peers or adults.

|   | <u>RF.2.3</u>   | RF.3.3   | <u>RF.4.3</u>   |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. (Click<br>link above for details.) | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. (See<br>details above.) | Know and apply grade-<br>level phonics and word<br>analysis skills in decoding<br>words. (Click link above<br>for details.) |

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
|---|---|---|---|---|---|---|---|---|------|-------|
|   |   |   |   |   |   |   |   |   |      |       |

## **Grade 3 Reading: Foundational**

|        | Fluency  |
|--------|--|
|        | Read with sufficient accuracy and fluency to support comprehension.  |
| RF.3.4 | <ul> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |

#### To address this standard, students could:

- Participate in practicing and then performing a poem for a peer, several peers, or adults.
- Find in a classroom, school, or public library a text that will help him or her learn more about a topic of personal interest.

|   | RF.2.4  | RF.3.4  | RF.4.4  |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. |
|   |   |   |   |

K 1 2 7 8 9-10 11-12 Grade 3 **Reading: Literature** Ask and answer questions to demonstrate understanding of a text, referring **RL.3.1** explicitly to the text as the basis for the answers. To address this standard, students could: Construct questions about a text using who, what, where, when, why, and how. Use text and text features to ask and answer key idea/detail questions. Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.). Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific

Kansas High School **Graduates Can:** 

textual evidence when writing or speaking to support conclusions drawn from the text.

RL.2.1 **RL.3.1 RL.4.1** Ask and answer such Ask and answer Refer to details and questions as who, **Progression of** questions to examples in a text when what, where, when, demonstrate explaining what the text **Standard Across** why, and how to understanding of a says explicitly and when Grades text, referring explicitly drawing inferences from demonstrate understanding of key to the text as the basis the text. details in a text. for the answers.

| <u>K</u>  | 1   | <u>2</u> <u>3</u>  | <u>4</u><br>Re  | Gr | <u>6</u><br>ade 3<br><sub>j: Litera</sub> |       | <u>8</u> | <u>9-10</u> | <u>11-12</u> |  |
|---|---|--|---|----|---|-------|----------|-------------|--------------|--|
| Recount stories, including fables, folktales, and myths from diverse cultures determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |   |  |   |    |   |       |          |             |              |  |
| Recount :   | To address this standard, students could:  Recount stories by giving detailed events in chronological order.  Use background knowledge and the text to determine what the author wants the reader to learn. |  |   |    |   |       |          |             |              |  |
| Kansas Hig<br>Graduate  |   | chool Determine central ideas or themes of a text and analyze their development; |   |    |   |       |          |             |              |  |
|   |   |  |   |    |   |       |          |             |              |  |
|   |   |  | RL.2.2  |    |   | RL.3. | 2        |             | RL.4.2       |  |
| Progress<br>Standard<br>Grad  | Across  | includi<br>folktale<br>culture<br>detern<br>messa                                | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  Recount stories, including fables, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |    |   |       |          |             |              |  |

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
|---|---|---|---|---|---|---|---|---|------|-------|
|   |   |   |   |   |   |   |   |   |      |       |

## **Grade 3**Reading: Literature

| Reading: Literature  |   |        |               |  |  |  |  |  |  |
|--|---|--------|---------------|--|--|--|--|--|--|
| RL.3.3   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |        |               |  |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |        |               |  |  |  |  |  |  |
| <ul> <li>Use a visual display to explain how one character's actions contributed to an event or a sequence of events in a story.</li> <li>Create a character map showing important, text-supported features of a character.</li> </ul> |   |        |               |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | School Analyze elements of plot as they relate to the meaning of a text.  |        |               |  |  |  |  |  |  |
|  |   |        |               |  |  |  |  |  |  |
|  | <u>RL.2.3</u>   | RL.3.3 | <u>RL.4.3</u> |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Describe how characters in a story respond to major events and challenges.  Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |        |               |  |  |  |  |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

## **Grade 3 Reading: Literature**

# RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### To address this standard, students could:

- Describe how word choice affects the meaning of a text.
- Know and identify literal language.
- Know and identify figurative language.

### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|   | <u>RL.2.4</u>   | RL.3.4  | <u>RL.4.4</u>  |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Describe how words<br>and phrases (e.g.,<br>regular beats,<br>alliteration, rhymes,<br>repeated lines) supply<br>rhythm and meaning in<br>a story, poem, or song. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 3

**Reading: Literature** 

#### **RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### To address this standard, students could:

- Define terms such as chapter, scene, and stanza.
- Use terms such as chapter, scene, and stanza when discussing or retelling.
- Describe how the organization of the text (beginning, middle, end) moves the story along.

### Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

**RL.3.5** 

#### Progression of Standard Across Grades

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.5** 

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Explain major
differences between
poems, drama, and
prose, and refer to the
structural elements of
poems (e.g., verse,
rhythm, meter) and
drama (e.g., casts of
characters, settings,
descriptions, dialogue,
stage directions) when
writing or speaking
about a text.

**RL.4.5** 

### $\frac{5}{6}$ $\frac{6}{7}$ $\frac{8}{9-10}$ $\frac{11-12}{11-12}$ <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> Reading: Literature

| i todanigi Entorataro   |   |   |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|
| RL.3.6  | Distinguish their own point of view from that of the narrator or those of the characters.   |   |  |  |  |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :  |   |  |  |  |  |  |  |  |
| <ul> <li>Write about an important issue contained in a text and, share their opinion about that issue, and whether they believe they agree with a narrator or characters about that issue.</li> <li>Engage with a peer in a role play in which one student assumes the role of a character in a text and the other student is himself or herself. Converse about important topics shared in the text, and the selected character's and selected student's opinions about them.</li> </ul> |   |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | •   |   |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |
|   | <u>RL.2.6</u>   | RL.3.6  | <u>RL.4.6</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Distinguish their own point of view from that of the narrator or those of the characters. | Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including<br>the difference between<br>first- and third-person<br>narrations. |  |  |  |  |  |  |

| <u>K</u>        |   | 1                | 2        | <u>3</u>  | _  |                      | 6<br>ade 3<br>: Litera                                    | <u>7</u><br>ture                        | <u>8</u> | <u>9-1</u>   | <u>0</u>   | <u>11-12</u>   |
|-----------------|---|------------------|----------|---|--|----------------------|---|---|----------|--|--|--|
| F               | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |                  |          |   |  |                      |   |   |          |  |  |  |
| To addre        | ess t   | his sta          | anda     | rd, stude   | nts cou  | ld:                  |   |   |          |  |  |  |
| Defin and/or    |   |                  |          |   |  |                      |   |   |          |  |  |  |
| Kansas<br>Gradı | _   | n Scho<br>s Can: | ol       |   |  |                      |   |   |          |  |  | trations, graphs,<br>d content.  |
|                 |   |                  |          |   |  |                      |   |   |          |  |  |  |
|                 |   |                  |          | <u> </u>  | RL.2.7   |                      |   | RL.3                                    | .7       |  |  | <u>RL.4.7</u>  |
| Standa          |   |                  | <b>:</b> | Use information the information word digital texture demonstrate understar character plot | illustrations in a property of the contract of | ons<br>int or<br>its | aspect<br>illustra<br>what is<br>words<br>create<br>empha | s conve<br>in a sto<br>mood,<br>size as |          | e to sto the vinte point icon fa vinte brown to the point icon fa vinte brown to the point icon fa to the point ic | etweetory of sual reservites the servites th | connections en the text of a or drama and a or oral ntation of the text, ying where each n reflects specific ptions and ons in the text. |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3

Reading: Literature

| RL.3.8  | (Not applicable for literature)  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| To address this standard, students <i>could</i> : |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |  |  |  |  |  |  |  |  |

| Reading: Literature  |   |        |               |  |  |  |  |  |  |
|--|---|--------|---------------|--|--|--|--|--|--|
| RL.3.9   | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   |        |               |  |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |        |               |  |  |  |  |  |  |
| <ul> <li>Read books in a series, and discuss with peers similarities and differences in themes, settings, and plots from one book to the next.</li> <li>Create a plot diagram of two different books in a series and discuss similarities and differences with peers or adults.</li> </ul> |   |        |               |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |        |               |  |  |  |  |  |  |
|  |   |        |               |  |  |  |  |  |  |
|  | <u>RL.2.9</u>   | RL.3.9 | <u>RL.4.9</u> |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |        |               |  |  |  |  |  |  |

| <u>K</u>  | 1   | 2     | <u>3</u>             | _       | Gr   | <u>6</u><br>ade 3<br>: Litera |       | <u>8</u>                      | <u>9-10</u> | <u>11-12</u>                   |  |
|---|---|-------|----------------------|---------|------|-------------------------------|-------|-------------------------------|-------------|--------------------------------|--|
| RI  | Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.   |       |                      |         |      |                               |       |                               |             |                                |  |
| To addre  | ss this st  | tanda | rd, stude            | nts cou | ıld: |                               |       |                               |             |                                |  |
| during what v   | <ul> <li>Partner with a peer to attempt to record a phonetic interpretation of everything he or she says during a casual conversation. With peers, analyze the differences between what was said and what was recorded.</li> <li>Read examples of dialect in text and discuss with peers the differences in conventions when dialect is recorded accurately in a text versus when statements are written using standard English.</li> </ul> |       |                      |         |      |                               |       |                               |             |                                |  |
| Kansas I<br>Gradu   | ligh Schoates Can   |       | Apply the and situat |         |      |                               |       |                               |             | variety of contexts settings). |  |
|   |   |       |                      |         |      |                               |       |                               |             |                                |  |
|   |   |       | <u>R</u>             | L.2.10  |      |                               | RL.3. | 10                            |             | RL.4.10                        |  |
| Progression of Standard Across Grades  Use knowledge of language and its conventions to compare formal and informal uses of English.  Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.  Use knowledge of language and its conventions when reading.  Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English. |   |       |                      |         |      |                               |       | uage and its<br>ventions when |             |                                |  |

| <u>K</u>   | <u>1</u>  | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |          | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>                        |
|--|---|----------|----------|----------|----------|----------|----------|---|-------------|-------------------------------------|
| Grade 3  Reading: Literature   |   |          |          |          |          |          |          |   |             |                                     |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word.  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |   |          |          |          |          |          |          |   |             |                                     |
| To addres  | s this star   | ndar     | d, stude | nts cou  | ıld:     |          |          |   |             |                                     |
| words.   | in a scav   |          |          | J        |          | J        |          | ·   |             | fixes and root<br>miliar affixes or |
| Kansas H<br>Gradua   | igh Schoo<br>tes Can:   | ''   k   |          | nowledg  | ge of n  | ew words | s, as we | ell as em   |             | xts by consistently rategies for    |
|  |   |          |          |          |          |          |          |   |             |                                     |
|  |   |          | RI       | 2.11     |          |          | RL.3.    | 11  |             | RL.4.11                             |
| Standar  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a range |          |          |          |          |          |          | mine or clarify the ing of unknown and le-meaning words hrases based on a 4 reading and nt, choosing flexibly a range of strategies. link above for s.) |             |                                     |

#### 7 K 1 2 8 9-10 11-12 Grade 3 **Reading: Literature** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in **RL.3.12** context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. To address this standard, students could: Participate in a word-image match in which students match a set of words to a set of images and explain the reasons why they matched the two as they did. Participate in a human graph in which they share their opinions about characters in a text and the degree to which they believe they are good/bad, kind/evil, etc. Once they find their places in the human graph, students share the words they would use their own words to describe the characters, and why they might not describe them as entirely evil, entirely good, etc. Kansas High School Understand word meanings, and nuances in word meanings when reading. **Graduates Can: RL.3.12** RL.2.12 RL.4.12 Demonstrate Demonstrate Demonstrate understanding of word understanding of word understanding of **Progression of** relationships and relationships and figurative language, word

nuances in word

above.)

meanings. (See details

relationships, and

above for details.)

meanings. (Click link

nuances in word

**Standard Across** 

**Grades** 

nuances in word

above for details.)

meanings. (Click link

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 3

Reading: Literature

| RL.3.13   | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3. |   |   |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level. |   |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | TINIAMA MASHINA IMM S VSHAW ALIAYIS AN INAILAWA   |   |   |  |  |  |  |  |  |
|   |   |   |   |  |  |  |  |  |  |
|   | RL.2.13   | RL.3.13   | RL.4.13   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4. |  |  |  |  |  |  |

Grade 3 **Reading: Informational** Ask and answer questions to demonstrate understanding of a text, referring **RI.3.1** explicitly to the text as the basis for the answers. To address this standard, students could: Construct questions using who, what, where, when, why, and how. Use text and text features to ask and answer key idea/detail questions. Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.) Read closely through multiple interactions with a text in order to determine **Kansas High School** what the text says explicitly and to make logical inferences; cite specific **Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RI.2.1 RI.3.1 RI.4.1 Ask and answer such Ask and answer Refer to details and questions as who, questions to examples in a text **Progression of** what, where, when, demonstrate when explaining what **Standard Across** why, and how to understanding of a text, the text says explicitly **Grades** 

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referring explicitly to the

text as the basis for the

answers.

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and when drawing

text.

inferences from the

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demonstrate

details in a text.

understanding of key

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<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

## **Grade 3 Reading: Informational**

| RI.3.2   | Determine the main idea of a text; recount the key details and explain how they support the main idea.                     |  |   |
|--|--|--|---|
| To address this standard, students <i>could</i> :  |  |  |   |
| <ul> <li>Use text, pictures, photographs, illustrations, etc., to ask and answer key detail questions.</li> <li>Create a storyboard or drawing showing their understanding of the key details of a text and how they contribute to the main idea.</li> </ul> |  |  |   |
| Kansas High School<br>Graduates Can:   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |   |
|  |  |  |   |
|  | <u>RI.2.2</u>  | RI.3.2   | <u>RI.4.2</u>   |
| Progression of<br>Standard Across<br>Grades  | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.             | Determine the main idea of a text; recount the key details and explain how they support the main idea. | Determine the main idea of a text and explain how it is supported by key details; summarize the |

text.

## **Grade 3 Reading: Informational**

## Parameter Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### To address this standard, students *could*:

- Use language that pertains to time, sequence and cause/effect when describing relationships.
- Use of digital tools to present a timeline explaining the connection between several related historical events.
- Design a multimedia presentation to explain the steps in a scientific procedure, or the steps needed to follow in order to solve a mathematical problem.

### Kansas High School Graduates Can:

Extract meaning and purpose from informational text by analyzing its structure and organization.

|   | <u>RI.2.3</u>  | RI.3.3   | <u>RI.4.3</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |

| <u>K</u>   | 1  | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 3 | <u>7</u> | 8  | <u>9-1</u> | <u>0</u> | <u>11-12</u>                          |  |  |
|--|--|----------|----------|----------|-----------------|-------------------|----------|----|------------|----------|---------------------------------------|--|--|
|  | Reading: Informational   |          |          |          |                 |                   |          |    |            |          |                                       |  |  |
| R  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |          |          |          |                 |                   |          |    |            |          |                                       |  |  |
| To addre   | To address this standard, students <i>could</i> :  |          |          |          |                 |                   |          |    |            |          |                                       |  |  |
| article Work   | <ul> <li>Discuss the meanings of words used to describe different weather phenomena after reading an article about weather in the Midwest.</li> <li>Work with peers to list key words in an informational text they have just read; discuss, determine, or look up their meanings; and discuss other situations in which those words might be used.</li> </ul> |          |          |          |                 |                   |          |    |            |          |                                       |  |  |
|  | ligh Schoo<br>ates Can:  | Pi   k   | _        |          | •               |                   |          |    |            |          | use of figurative<br>thin the context |  |  |
|  |  |          |          |          |                 |                   |          |    |            |          |                                       |  |  |
|  |  |          | <u>F</u> | RI.2.4   |                 |                   | RI.3     | .4 |            |          | <u>RI.4.4</u>                         |  |  |
| Progression of Standard Across Grades  Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade  Output Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade |  |          |          |          |                 |                   |          |    |            | a        |                                       |  |  |

3 topic or subject area.

4 topic or subject area.

| <u>K</u>  | 1   | <u>2</u>                                | <u>3</u>   | _      |  | ade 3                 | <u>7</u>                                 | _  | 9-1   | <u>0</u> <u>11-12</u>   |  |  |  |
|---|---|---|--|--------|--|-----------------------|--|----|---|---|--|--|--|
|   | Reading: Informational  |   |  |        |  |                       |  |    |   |   |  |  |  |
| RI  | 3.5   |   |  |        |  | arch too<br>nt to a g |  | -  |   | ebars, hyperlinks) to   |  |  |  |
| To address this standard, students <i>could</i> : |   |   |  |        |  |                       |  |    |   |   |  |  |  |
|   | <ul> <li>Participate in an "information hunt" that requires the use of text features to find information about a given topic in a teacher-selected text.</li> </ul>                           |   |  |        |  |                       |  |    |   |   |  |  |  |
|   | Kansas High School Graduates Can:  Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning. |   |  |        |  |                       |  |    |   |   |  |  |  |
|   |   |   |  |        |  |                       |  |    |   |   |  |  |  |
|   |   |   | <u>F</u>   | RI.2.5 |  |                       | RI.3                                     | .5 |   | <u>RI.4.5</u>   |  |  |  |
| Standar   | ssion of<br>d Across<br>des   | te<br>ca<br>su<br>gl<br>el<br>ica<br>fa | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |        |  |                       | tools (<br>sideba<br>nks) to<br>ation re |    | sti<br>ch<br>cc<br>cc<br>ca<br>pr<br>ev<br>cc | escribe the overall ructure (e.g., nronology, omparison, ause/effect, roblem/solution) of yents, ideas, oncepts, or information a text or part of a |  |  |  |

text.

Grade 3 **Reading: Informational RI.3.6** Distinguish their own point of view from that of the author of a text. To address this standard, students could: Understand what impacts the creation of a point of view. Identify their own point of view. Compare and contrast their view point with that of the author's. **Kansas High School** Recognize that different perspectives can be presented in different ways for **Graduates Can:** different purposes. **RI.2.6 RI.3.6 RI.4.6** Compare and contrast Identify the main Distinguish their own point of view from that a firsthand and purpose of a text, **Progression of** including what the of the author of a text. secondhand account of **Standard Across** 

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<u>7</u>

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the same event or topic;

describe the differences

in focus and the information provided.

K

**Grades** 

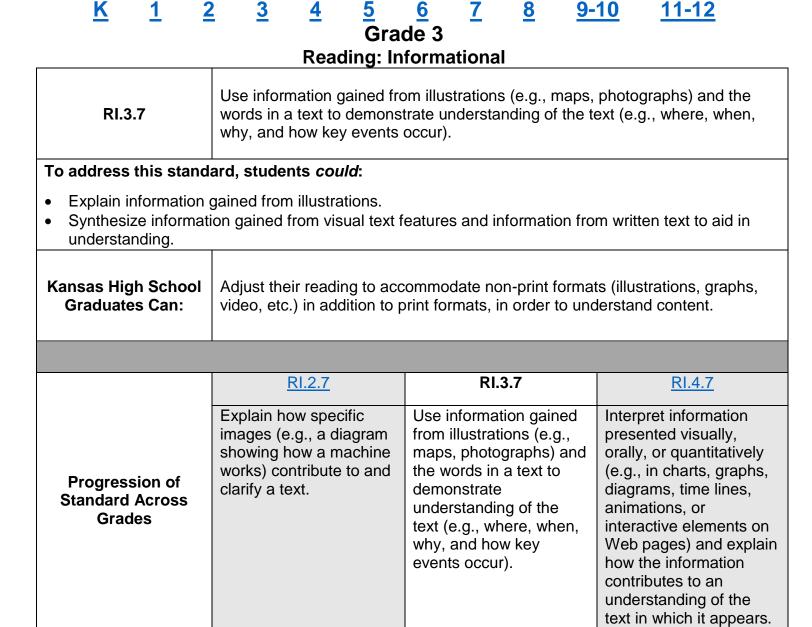
1

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author wants to answer,

explain, or describe.



**Reading: Informational** Describe the logical connection between particular sentences and **RI.3.8** paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). To address this standard, students could: Explain information gained from illustrations. Use the information from illustrations to answer questions about the text. **Kansas High School** Follow the logic of an argument based on the validity of the claim and **Graduates Can:** evidence presented. **RI.3.8** RI.2.8 **RI.4.8** Describe how reasons Describe the logical Explain how an author support specific points connection between uses reasons and **Progression of** the author makes in a particular sentences and evidence to support **Standard Across** text. paragraphs in a text particular points in a Grades (e.g., comparison, text. cause/effect, first/second/third in a

sequence).

Grade 3

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Grade 3 Reading: Informational Compare and contrast the most important points and key details presented **RI.3.9** in two texts on the same topic. To address this standard, students could: Understand the difference between compare and contrast. Determine the most important points and key details. Compare and contrast texts on the same topic. Analyze how two or more texts address similar themes or topics in order to Kansas High School **Graduates Can:** build knowledge or to compare the approaches the authors take. **RI.3.9** RI.4.9 RI.2.9 Compare and contrast Compare and contrast Integrate information the most important the most important from two texts on the points presented by two points and key details same topic in order to **Progression of** texts on the same topic. presented in two texts write or speak about Standard Across on the same topic. the subject **Grades** knowledgeably.

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|   | <u>K</u>  | 1                    | <u>2</u> | <u>3</u>   | 4                               |       | ade 3  | <u>7</u>   |                  | <u>9-1</u> | 0 | <u>11-12</u>              |            |
|---|---|----------------------|----------|--|---------------------------------|-------|--|--|------------------|------------|---|---------------------------|------------|
|   | Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.   |                      |          |  |                                 |       |  |  |                  |            |   |                           |            |
| • [   | <ul> <li>To address this standard, students could:</li> <li>Engage in a conversation with a friend about a topic covered in an article they have read. Then create a Venn diagram showing the differences they notice between the language used in the article versus the language used in their conversation.</li> <li>Sort sentences printed on cards into piles according to which were recorded as spoken and which were taken from an article, then discuss the qualities of the sentences in the "spoken" pile and how they differ from the pile of sentences taken from an article.</li> </ul> |                      |          |  |                                 |       |  |  |                  |            |   |                           | e<br>vhich |
|   | nsas Hig<br>Graduate  | gh School<br>es Can: |          | pply thei<br>nd situati                                      |                                 | _     | •  | _  |                  |            |   | riety of conte<br>tings). | ∍xts       |
|   |   |                      |          |  |                                 |       |  |  |                  |            |   |                           |            |
|   |   |                      |          | <u>R</u>   | <u>I.2.10</u>                   |       |  | RI.3.  | 10               |            |   | RI.4.10                   |            |
| Progression of<br>Standard Across<br>Grades |   |                      |          | se knowl<br>inguage a<br>onventior<br>ormal and<br>ses of Er | and its<br>ns to co<br>d inform | mpare | Use killangual conversed in and obstweed conversed with the conversed in t | nowledge of age and its ntions when g to different en contexts to formal Englituations where all discourse | hat<br>ish<br>re |            |   |                           |            |

English.

appropriate.

| <u>K</u>  | <u>1</u>  | <u>2</u> 3  | <u>4</u>  | <u>5</u>                                       | <u>6</u>   | <u>7</u>   | <u>8</u>  | <u>9-10</u>                                 | <u>11-12</u>   |  |  |  |
|---|---|---|---|--|--|--|---|---|--|--|--|--|
|   |   |   | _   |  | ade 3  | _  | _   |   |  |  |  |  |
| Reading: Informational  |   |   |   |  |  |  |   |   |  |  |  |  |
| Determine or clarify the meaning of unknown and multiple-meaning words an phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word.  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |   |   |   |  |  |  |   |   |  |  |  |  |
|   | To address this standard, students <i>could</i> : |   |   |  |  |  |   |   |  |  |  |  |
| Discuss v     word in a   |   | ille Silai  | egy or stra   | iegies i                                       | ney used   | io dei   | emine u   | ie meanin                                   | g of all uliknown  |  |  |  |
| Kansas Hig<br>Graduate  |   | buildin   | stand vocal<br>g knowledg<br>nining mear  | ge of ne                                       | w words  | , as we  | ell as emp  |   | ts by consistently ategies for   |  |  |  |
|   |   |   |   |  |  |  |   |   |  |  |  |  |
|   |   |   | RI.2.11   |  |  | RI.3.  | 11  |   | RI.4.11  |  |  |  |
| Progress<br>Standard<br>Grad  | Across  | meani<br>and m<br>words<br>based<br>readin<br>choosi<br>variety | nine or claring of unknoultiple-meand phrase on Grade 2 g and contended for strategical ink above f.) | own<br>ning<br>es<br>?<br>ent,<br>rom a<br>es. | meaning and more words based reading choosi range of the choosi meaning of the choosi me | ng of ur<br>ultiple-n<br>and phi<br>on Gra<br>g and c<br>ng flexil | neaning<br>rases<br>de 3<br>ontent,<br>bly from a | mean and n words based readile choose range | mine or clarify the sing of unknown nultiple-meaning and phrases of on Grade 4 and content, sing flexibly from a se of strategies.  I link above for s.) |  |  |  |

| <u>K</u> <u>1</u> <u>2</u>  | 2 <u>3</u> <u>4</u> <u>5</u><br>Gr   | 6 <u>7</u> <u>8</u> ade 3  | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|--|--|
| Reading: Informational  |  |  |   |  |  |  |  |  |  |  |  |
| Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and figurative meanings of words and phrases in context.  b. Identify real-life connections between words and their uses.  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. |  |  |   |  |  |  |  |  |  |  |  |
|   | = 100 tion 1111 poor of tion tion to 110 tion to 200 to 111, to 1111, to 11 |  |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Understand word meani  | ngs, and nuances in wor  | d meanings when reading.  |  |  |  |  |  |  |  |  |
|   |  |  |   |  |  |  |  |  |  |  |  |
|   | <u>RI.2.12</u>   | RI.3.12  | <u>RI.4.12</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate<br>understanding of word<br>relationships and<br>nuances in word<br>meanings. (Click link<br>above for details.)   | Demonstrate understanding of word relationships and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |  |  |  |  |  |  |  |  |

| <u>K</u> | 1  | <u>2</u>     | <u>3</u>  |                                  | Gr             | <u>6</u><br>ade 3<br>Informa        |  |            | <u>9-1</u> (         | <u>0</u> <u>11-1</u> ;  | <u>2</u>           |  |  |
|----------|--|--------------|---|----------------------------------|----------------|-------------------------------------|--|------------|----------------------|---|--------------------|--|--|
| RI       | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.                |              |   |                                  |                |                                     |  |            |                      |   |                    |  |  |
|          | To address this standard, students <i>could</i> :  • Select and read increasingly complex informational texts at or above grade level. |              |   |                                  |                |                                     |  |            |                      |   |                    |  |  |
|          | ligh Scho<br>ates Can:   | <b>ol</b> Ir | nterpret m  | neaning                          | g from a       | variety                             | of inforr                                      | national   | texts.               |   |                    |  |  |
|          |  |              |   |                                  |                |                                     |  |            |                      |   |                    |  |  |
|          |  |              | RI  | .2.13                            |                |                                     | RI.3.1   | 13         |                      | <u>RI.4.13</u>  |                    |  |  |
| Standa   | ession of<br>rd Across<br>ades   | h<br>ir<br>a | lead and igh quality of the formation propriate and qualitate omplexity | y<br>nal text<br>e quan<br>ative | of<br>titative | high qui<br>informa<br>appropand qu | uality<br>ational t<br>oriate qu<br>ualitative | uantitativ | hig<br>info<br>/e ap | ead and comp<br>gh quality<br>ormational tex<br>propriate qual<br>d qualitative<br>mplexity for G | ct of<br>ntitative |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                       | W.4.1<br>W.4.4<br>W.4.7<br>W.4.10<br>W.4.12      | W.4.2<br>W.4.5<br>W.4.8<br>W.4.11               | <u>W.4.3</u><br><u>W.4.6</u><br><u>W.4.9</u> |
|---|--|---|--|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | <u>SL.4.1</u><br><u>SL.4.4</u><br><u>SL.4.7</u>  | <u>SL.4.2</u><br><u>SL.4.5</u><br><u>SL.4.8</u> | <u>SL.4.3</u><br><u>SL.4.6</u>               |
| Reading: Foundational Print Concepts Phonological Awareness Phonics and Word Recognition Fluency  | RF.4.1<br>RF.4.2<br>RF.4.3<br>RF.4.4             |   |  |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text       | RL.4.1<br>RL.4.4<br>RL.4.7<br>RL.4.10<br>RL.4.13 | RL.4.2<br>RL.4.5<br>RL.4.8<br>RL.4.11           | RL.4.3<br>RL.4.6<br>RL.4.9<br>RL.4.12        |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Level of Text | RI.4.1<br>RI.4.4<br>RI.4.7<br>RI.4.10<br>RI.4.13 | RI.4.2<br>RI.4.5<br>RI.4.8<br>RI.4.11           | RI.4.3<br>RI.4.6<br>RI.4.9<br>RI.4.12        |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u>    | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|-------------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          | <del></del> |          | Gra      | ade 4    |          | _        |             |              |
|          |          |          |             |          | Wı       | riting   |          |          |             |              |

### **Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Know the difference between fact and opinion.
  - b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - c. Provide reasons that are supported by facts and details.
  - d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6 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 one page in a single sitting.

### Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Language in Writing

- W.4.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - W.4.10.a Choose words and phrases to convey ideas precisely.
  - W.4.10.b Form and use relative pronouns and relative adverbs.
  - W.4.10.c Form and use the progressive verb tenses.
  - W.4.10.d Use modal auxiliaries (e.g., can, must) to convey various conditions.
  - W.4.10.e Order adjectives within sentences according to conventional patterns.

|        | W.4.10.f     | Form and use prepositional phrases.   |
|--------|--------------|---|
|        | W.4.10.g     | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|        | W.4.10.h     | Correctly use frequently confused words (e.g., to, too, two)                                |
|        | W.4.10.i     | Choose punctuation for effect.  |
| W.4.11 | Demonstrate  | e command of the conventions of standard English capitalization, punctuation, and           |
|        | spelling whe | en writing.   |
|        | W.4.11.a     | Use correct capitalization.   |
|        | W.4.11.b     | Use commas and quotation marks to mark direct speech and quotations from a                  |
|        |              | text.   |
|        | W.4.11.c     | Use a comma before a coordinating conjunction in a compound sentence.                       |
|        | W.4.11.d     | Spell grade-appropriate words correctly, consulting references as needed.                   |
|        |              |   |

Range of Writing W.4.12 Wri 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.

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 4 Speaking and Listening

### **Comprehension and Collaboration**

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Language in Speaking and Listening

- SL.4.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.4.7.a Choose words and phrases to convey ideas precisely.
  - SL.4.7.b Use relative pronouns.
  - SL.4.7.c Form and use the progressive verb tenses.
  - SL.4.7.d Use modal auxiliaries (e.g., can, must) to convey various conditions.
  - SL.4.7.e Order adjectives within sentences according to conventional patterns.
  - SL.4.7.f Form and use prepositional phrases.
  - SL.4.7.g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - SL.4.7.h Correctly use frequently confused words
  - SL.4.7.i Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- SL.4.8 SL.4.8 Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## Grade 4 Reading: Foundational

### **Print Concepts**

RF.4.1 Not applicable to grade 4

### **Phonological Awareness**

RF.4.2 Not applicable to grade 4

### **Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

### **Fluency**

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

| RF.4.4a | Read on-level text with purpose and understanding.                         |
|---------|--|
| RF.4.4b | Read on-level prose and poetry orally with accuracy, appropriate rate, and |
|         | expression on successive readings.   |
| RF.4.4c | Use context to confirm or self-correct word recognition and understanding, |
|         | rereading as necessary.  |

|        | <u>K</u> | 1        | <u>2</u> | <u>3</u>  | _ | <u>5</u><br>Grad<br>ading: | de 4    | <u>7</u><br>ture | <u>8</u> | <u>9-10</u>           | <u>11-12</u>      |
|--------|----------|----------|----------|-----------|---|----------------------------|---------|------------------|----------|-----------------------|-------------------|
| Key lo | deas ar  | nd Detai | Is       |           |   |                            |         |                  |          |                       |                   |
| RL.4.  | 1        |          |          |           | • |                            | hen exp | laining v        | what the | text says ex          | plicitly and when |
| DI 44  |          |          | •        | nces from |   |                            |         | fuero de         | عاداها   | h a 4 a 2 4 a 2 2 may | anari-a tha tayt  |
| RL.4.2 |          |          |          |           | • |                            | •       |                  |          |                       | marize the text.  |
| RL.4.3 | 3        |          |          |           |   | setting, or<br>cter's thou |         | •                |          | na, drawing o<br>).   | on specific       |

### **Craft and Structure**

| RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those         |
|--------|--|
|        | that allude to significant characters found in mythology (e.g., Herculean).                    |
| RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural         |
|        | elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, |
|        | descriptions, dialogue, stage directions) when writing or speaking about a text.               |
| RL.4.6 | Compare and contrast the point of view from which different stories are narrated,              |
|        | including the difference between first- and third-person narrations.                           |

### Integration of Knowledge and Ideas

| RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation                |
|--------|--|
|        | of the text, identifying where each version reflects specific descriptions and directions in the text. |
| RL.4.8 | (Not applicable for literature)  |
| DI 10  | Compare and contract the treatment of similar thomas and topics (a.g. apposition of good and           |

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and RL.4.9 evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

| Language in | Reading: Liter  | rature  |  |  |  |  |  |  |  |
|-------------|---|---|--|--|--|--|--|--|--|
| RL.4.10     | Use knowledge of language and its conventions when reading. |   |  |  |  |  |  |  |  |
| RL.4.11     | Determine or  | clarify the meaning of unknown and multiple-meaning words and phrases based on  |  |  |  |  |  |  |  |
|             | Grade 4 read  | ing and content, choosing flexibly from a range of strategies.  |  |  |  |  |  |  |  |
|             | RL.4.11.a   | Use context as a clue to the meaning of a word or phrase.   |  |  |  |  |  |  |  |
|             | RL.4.11.b   | Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.   |  |  |  |  |  |  |  |
|             | RL.4.11.c   | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |  |  |
| RL.4.12     | Demonstrate   | understanding of figurative language, word relationships, and nuances in word   |  |  |  |  |  |  |  |
|             | meanings.   |   |  |  |  |  |  |  |  |
|             | RL.4.12.a   | Explain the meaning of simple similes and metaphors in context.   |  |  |  |  |  |  |  |
|             | RL.4.12.b   | Recognize and explain the meaning of common idioms, adages, and proverbs in context.  |  |  |  |  |  |  |  |
|             | RL.4.12.c   | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).    |  |  |  |  |  |  |  |

### Range of Reading and Level of Text

RL.4.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

| <u>K</u>                       | 1 | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|--------------------------------|---|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
| Grade 4 Reading: Informational |   |          |          |          |          |          |          |          |             |              |

### **Key Ideas and Details**

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Craft and Structure**

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.

### Integration of Knowledge and Ideas

- RI.4.7 Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

  RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### Language in Reading: Informational

- RI.4.10 (Apply acquired skills in writing and speaking.)
- RI.4.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies.
  - RI.4.11.a Use context as a clue to the meaning of a word or phrase.
  - RI.4.11.b Use common Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.
  - RI.4.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- RI.4.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RI.4.12.a Explain the meaning of simple similes and metaphors in context.
  - RI.4.12.b Recognize and explain the meaning of common idioms, adages, and proverbs in context.
  - RI.4.12.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Range of Reading and Level of Text

RI.4.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.

### K 11-12 <u>4</u> <u>7</u> <u>8</u> <u>9-10</u> **Grade 4** Writing

|       | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
|-------|--|
| W.4.1 | <ul> <li>a. Know the difference between fact and opinion.</li> <li>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>c. Provide reasons that are supported by facts and details.</li> <li>d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>e. Provide a concluding statement or section related to the opinion presented.</li> </ul> |

### To address this standard, students could:

- Use a writing process to employ strategies to introduce a topic effectively (begin with a fact, dialogue, question etc.)
- Use a variety of sentence structures to effectively combine like ideas and lead readers smoothly from one idea to another.

| Kansas High School<br>Graduates Can: | Use valid reasoning and relevant and sufficient evidence to support a written argument. |  |  |  |  |  |  |
|--------------------------------------|---|--|--|--|--|--|--|
|                                      |   |  |  |  |  |  |  |
|                                      | <u>W.3.1</u>  | W.4.1  | <u>W.5.1</u>   |  |  |  |  |
| Progression of Standard Across       | Write opinion pieces on topics or texts, supporting a point of                          | Write opinion pieces on topics or texts, supporting a point of | Write opinion pieces on topics or texts, supporting a point of |  |  |  |  |

view with reasons. (Click link above for

details.)

view with reasons and

information. (See

details above.)

view with reasons and

information.

## **Grades**

| <u>K</u> 1 | 2 | 3 | <u>4</u> | <u>5</u> | <u>6</u>     | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|------------|---|---|----------|----------|--------------|----------|----------|-------------|--------------|
|            |   | _ |          |          | ade 4 riting | _        | _        |             |              |

| Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
|--|
| <ul> <li>a. Introduce a topic clearly and group related information in<br/>paragraphs and sections; include formatting (e.g., headings),<br/>illustrations, and multimedia when useful to aiding<br/>comprehension.</li> </ul> |
| <ul> <li>Develop the topic with facts, definitions, concrete details,<br/>quotations, or other information and examples related to the<br/>topic.</li> </ul>   |
| <ul> <li>c. Link ideas within categories of information using words and<br/>phrases (e.g., another, for example, also, because).</li> </ul>  |
| <ul> <li>d. Use precise language and domain-specific vocabulary to inform<br/>about or explain the topic.</li> </ul>   |
| <ul> <li>e. Provide a concluding statement or section related to the<br/>information or explanation presented.</li> </ul>  |
|  |

### To address this standard, students could:

- Create a Fourth Grade Survival Guide, or a Guide to My School, in which they organize
  information logically, use text features to aid comprehension, and include illustrations where
  they might purposefully contribute to the content of the text.
- Write about a phenomenon from a science lesson, and use appropriate words and phrases to explain clearly why something happened.

### Kansas High School Graduates Can:

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

|   | <u>W.3.2</u>  | W.4.2   | <u>W.5.2</u>  |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly.<br>(See details above.) | Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.) |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   |          |          | Gra      | ade 4    |          |   |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

|   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| W.4.3                                       | <ul> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> |  |  |  |  |  |  |  |
| To address this stand                       | ard. students <i>could</i> :  |  |  |  |  |  |  |  |
|   | ·   |  |  |  |  |  |  |  |
| •   | eriences or imagined sto  |  |  |  |  |  |  |  |
| Use descriptive lang                        | uage to develop characte  | ers' thoughts, feelings an   | d experiences.   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Create coherent, well-sideveloped plots, character  | equenced real or imagine<br>eters, and dialogue.   | ed narrative texts with  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |
|   | <u>W.3.3</u>  | W.4.3  | <u>W.5.3</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          |          | Gra      | ade 4    | _        | _        |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

| wiidiig  |   |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|
| W.4.4  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.          |  |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> :  |   |  |  |  |  |  |  |  |  |
| <ul> <li>Engage in thoughtful discussions with peers and adults about how to organize a piece of writing<br/>to best address a specific audience.</li> </ul> |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Create texts appropriate for specific purposes, audiences, and tasks.   |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |
|  | <u>W.3.4</u>  | W.4.4  | <u>W.5.4</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
| Grade 4  |          |          |          |          |          |          |          |   |             |              |
|          |          |          |          |          | Wı       | riting   |          |   |             |              |

| witting   |   |   |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|
| W.4.5   | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.   |   |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> :   |   |   |  |  |  |  |  |  |  |
| Engage in a writing process that allows them to attend to the six traits of writing, and work to strengthen their organization and voice. |   |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing. |   |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |
|   | <u>W.3.5</u>  | W.4.5   | <u>W.5.5</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.   | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |  |

| <u>K</u>  | 1   | <u>2</u> | <u>3</u> | <u>4</u> | Gra  | 6<br>ade 4<br>riting    | <u>7</u> | <u>8</u> | <u>9-10</u>   | <u>11-12</u> |
|---|---|----------|----------|----------|------|-------------------------|----------|----------|---------------|--------------|
| W.4.6  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 one page in a single sitting. |   |          |          |          |      |                         |          |          |               |              |
| To address  | this st   | andard,  | stude    | nts cou  | ıld: |                         |          |          |               |              |
| Contribu  | Contribute to or start a blog that includes images and stories about their school or community. |          |          |          |      |                         |          |          |               |              |
| Kansas Hiç<br>Graduate  | •   |          | ,        |          | •    | of digital<br>oratively |          | produc   | ce original w | orks both    |

|   | <u>W.3.6</u>  | W.4.6  | <u>W.5.6</u>  |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | 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 one page in a single sitting. | 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. |

| <u>K</u> | <u>1</u>    | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|-------------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          | <del></del> |          | _        | _        | Gra      | ade 4    |          |   |             |              |
|          |             |          |          |          | Wı       | riting   |          |   |             |              |

## of different aspects of a topic.

### To address this standard, students could:

- Ask questions of peers and adults to guide their inquiry process.
- Write a report of their findings on an experiment about energy.

### Kansas High School Graduates Can:

W.4.7

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Conduct short research projects that build knowledge through investigation

### Progression of Standard Across Grades

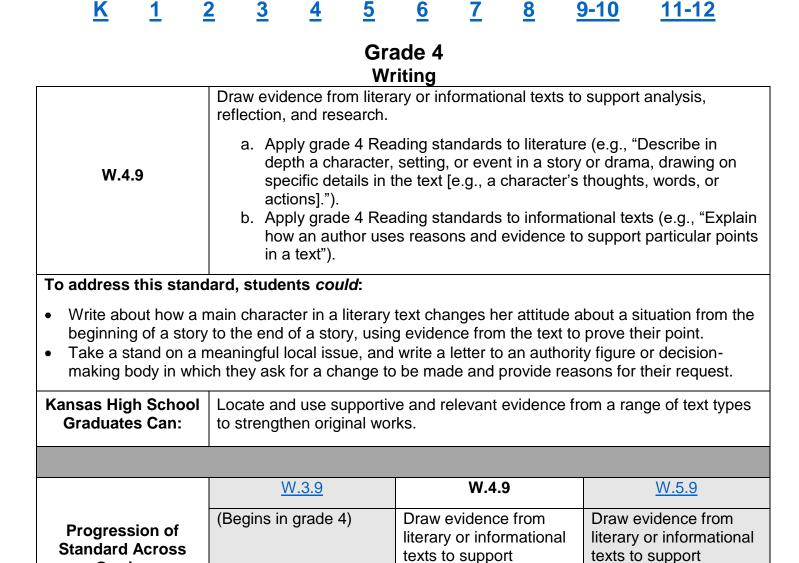
| <u>W.3.7</u>  | W.4.7   | <u>W.5.7</u>   |
|---|---|--|
| Conduct short research projects that build knowledge about a topic. | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |          |          |          | Gra      | ade 4    |          |   |             |              |
|          |          |          |          |          | Wr       | iting    |          |   |             |              |

|   | VV  | riting   |   |  |  |  |  |  |
|---|---|--|---|--|--|--|--|--|
| W.4.8                                       | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |  |   |  |  |  |  |  |
| To address this stand                       | lard, students <i>could</i> :   |  |   |  |  |  |  |  |
| Use note cards or d                         | ligital files to categorize an  | d organize information.  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.               |  |   |  |  |  |  |  |
|   |   |  |   |  |  |  |  |  |
|   | <u>W.3.8</u>  | W.4.8  | <u>W.5.8</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.                 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished |  |  |  |  |  |

sources.

work, and provide a list of sources.



analysis, reflection, and

research. (See details

above.)

analysis, reflection, and

research. (Click link above for details.)

Grades

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

## Grade 4 Writing

|   | VVr                                     | riting                        |   |  |  |  |  |
|---|---|-------------------------------|---|--|--|--|--|
|   |   | f and use knowledge of the    | conventions of standard                 |  |  |  |  |
|   | English grammar and usage when writing. |                               |   |  |  |  |  |
|   |   | phrases to convey ideas p     | -                                       |  |  |  |  |
|   |   | tive pronouns and relative a  | adverbs.                                |  |  |  |  |
|   |   | progressive verb tenses.      |   |  |  |  |  |
| W.4.10                                    |   | ies (e.g., can, must) to conv |   |  |  |  |  |
|   | · · · · · · · · · · · · · · · · · · ·   | ithin sentences according to  | o conventional patterns.                |  |  |  |  |
|   | f. Form and use prep                    | •                             | 4                                       |  |  |  |  |
|   |   | sentences, recognizing and    | correcting inappropriate                |  |  |  |  |
|   | fragments and run-                      |                               | to too two)                             |  |  |  |  |
|   |   | ently confused words (e.g.,   | , to, too, two)                         |  |  |  |  |
| To address this stand                     | i. Choose punctuatio                    | in for effect.                |   |  |  |  |  |
| TO address this stand                     | iaiu, students coulu.                   |                               |   |  |  |  |  |
| <ul> <li>Engage in self-critiq</li> </ul> | lue of their own writing in w           | hich they identify misuses    | of frequently confused                  |  |  |  |  |
| words, and run-on s                       | sentences that could be co              | rrected, with help from adu   | lts or peers.                           |  |  |  |  |
| Kansas High School                        | Accurately and offectively              | use standard English grar     | mmar and usago whon                     |  |  |  |  |
| Graduates Can:                            | writing.                                | dise standard English grai    | illiai alid usage wileli                |  |  |  |  |
| Oraduates Jani.                           | witting.                                |                               |   |  |  |  |  |
|   |   |                               |   |  |  |  |  |
|   | <u>W.3.10</u>                           | W.4.10                        | <u>W.5.10</u>                           |  |  |  |  |
|   | Demonstrate                             | Demonstrate command           | Demonstrate command                     |  |  |  |  |
|   | knowledge of language                   | of and use knowledge of       | of and use knowledge of                 |  |  |  |  |
| Progression of                            | and command of the                      | the conventions of            | the conventions of                      |  |  |  |  |
| Standard Across                           | conventions of standard                 | standard English              | standard English                        |  |  |  |  |
| Grades                                    |   |                               | - · · · · · · · · · · · · · · · · · · · |  |  |  |  |

English grammar and usage when writing.

(Click link above for

details.)

grammar and usage

when writing. (See

details above.)

grammar and usage when writing. (Click link

above for details.)

**Grades** 

|                       | Grade 4   |
|-----------------------|---|
|                       | Writing   |
| W.4.11                | <ul> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> |
| To address this stand | dard, students <i>could</i> :   |
|                       | Governor or a State Legislator about an issue important to them, and engage in which they ensure before sending their letter that they have spelled words   |

correctly and used commas appropriately.

Kansas High School | Accurately and effection

**Graduates Can:** 

<u>K</u>

<u>1</u> <u>2</u>

Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

<u>9-10</u>

<u>11-12</u>

|   | <u>W.3.11</u>  | W.4.11  | <u>W.5.11</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) |

| <u>K</u> | <u>1</u>    | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|-------------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          | <del></del> |   |          | _        | Gra      | ade 4    |          |   |             |              |
|          |             |   |          |          | Wı       | riting   |          |   |             |              |

### Write routinely over extended time frames (time for research, reflection, and W.4.12 revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. To address this standard, students could: Write daily for different purposes and audiences. **Kansas High School** Write routinely over varied time frames for a range of tasks, purposes, and **Graduates Can:** audiences. W.3.12 W.4.12 W.5.12 Write routinely over Write routinely over Write routinely over extended time frames extended time frames extended time frames (time for research, (time for research, (time for research, **Progression of** reflection, and revision) reflection, and revision) reflection, and revision) **Standard Across** and shorter time frames and shorter time frames and shorter time frames **Grades**

(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4 Speaking and Listening

| SL.4.1 | <ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> |
|--------|--|
|--------|--|

### For this standard, students could:

- Participate in structured discussions in order to deepen understanding about an important topic.
- Engage in meaningful discussions with peers and adults about a topic important to them.

## Kansas High School Graduates Can:

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.3.1</u>  | SL.4.1   | <u>SL.5.1</u>   |  |  |
|---|--|--|---|--|--|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. (Click link above for details.) | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. (See details above.) | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. (Click link above for details.) |  |  |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4 Speaking and Listening

| SL.4.2   | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                     |   |  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|--|
| To address this standard, students <i>could</i> :  |   |   |  |  |  |  |  |  |
| <ul> <li>Know the definition of paraphrasing.</li> <li>Paraphrase information presented orally and/or in diverse formats.</li> </ul> |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | · · · · · · · · · · · · · · · · · · ·   |   |  |  |  |  |  |  |
|  |   |   |  |  |  |  |  |  |
|  | <u>SL.3.2</u>   | SL.4.2  | <u>SL.5.2</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |  |

orally.

### K 1 2 <u>3</u> 8 9-10 11-12 <u>7</u> Grade 4 **Speaking and Listening** Identify the reasons and evidence a speaker provides to support particular **SL.4.3** points. To address this standard, students could: Process a speaker's message noting the reasons and evidence the speaker provides. Justify points with reasons and evidence the speaker provides. Objectively assess the relevance, accuracy, and validity of a speaker's Kansas High School **Graduates Can:** claim and supporting evidence.

### Progression of Standard Across Grades

Ask and answer questions about and evidence a speaker provides to support particular points.

Identify the reasons and evidence a speaker provides to support particular points.

**SL.4.3** 

SL.3.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.3

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 4

**Speaking and Listening** 

### **SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### To address this standard, students could:

- Recount a story using appropriate volume, enunciation, and rate.
- Report on a topic using appropriate volume, enunciation, and rate.
- Report on a topic or recount a story or experience in a meaningful order.
- Provide details supporting the main idea and/or theme.

### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.4.4** 

### Progression of Standard Across Grades

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4

### K 1 2 <u>3</u> 7 8 9-10 11-12 Grade 4 **Speaking and Listening** Add audio recordings and visual displays to presentations when **SL.4.5** appropriate to enhance the development of main ideas or themes. To address this standard, students could: Produce visual and/or audio depictions information described with detail. Recount experiences. Define main idea-as the essential point the author is conveying in the paragraph or text. Define theme as the central idea or message in the text. Strategically incorporate appropriate digital and graphic elements into

### Kansas High School Graduates Can:

Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

### **SL.3.5 SL.4.5** SL.5.5 Create engaging audio Add audio recordings Include multimedia recordings of stories or and visual displays to components (e.g., poems that presentations when graphics, sound) and **Progression of** demonstrate fluid appropriate to visual displays in **Standard Across** enhance the reading at an presentations when **Grades** understandable pace; development of main appropriate to enhance add visual displays ideas or themes. the development of main ideas or themes. when appropriate to emphasize or enhance certain facts or details.

| <u>K</u>   | 1 2                    | <u>3</u>   |  | <u>6</u><br>ade 4  | <u>7</u> | 8 9 | <u>9-10</u>   | <u>11-12</u>  |  |
|--|------------------------|--|--|--|----------|-----|---|---------------|--|
|  | Speaking and Listening |  |  |  |          |     |   |               |  |
| SL.4   | 1.6                    | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |  |  |          |     |   |               |  |
| To address   | this stand             | lard, stude  | nts <i>could</i> :                     |  |          |     |   |               |  |
| Practice engaging in conversations with different peers and adults, and then discuss the differences they experience when communicating with different people. |                        |  |  |  |          |     |   |               |  |
| Kansas Hiç<br>Graduate   | •                      | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |  |          |     |   |               |  |
|  |                        |  |  |  |          |     |   |               |  |
| Progression of<br>Standard Across<br>Grades  |                        | 5  | SL.3.6                                 |  | SL.4.6   |     |   | <u>SL.5.6</u> |  |
|  |                        | situation i  | s when<br>te to task and<br>n order to | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |          |     | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |               |  |

| <u>K</u>   | <u>1</u> <u>2</u> | <u>3</u>                                  | <u>4</u> <u>5</u>   | <u>6</u>                          | <u>7</u>                     | <u>8</u>          | <u>9-10</u>                       | <u>11-12</u>   |
|--|-------------------|---|---|-----------------------------------|------------------------------|-------------------|-----------------------------------|--|
|  |                   |   |   | ade 4                             |                              |                   |                                   |  |
| Speaking and Listening  Demonstrate command of the conventions of standard English grammar and usage when speaking.  a. Choose words and phrases to convey ideas precisely.  b. Use relative pronouns.  c. Form and use the progressive verb tenses.  d. Use modal auxiliaries (e.g., can, must) to convey various conditions.  e. Order adjectives within sentences according to conventional patterns.  f. Form and use prepositional phrases.  g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  h. Correctly use frequently confused words  i. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. |                   |   |   |                                   |                              |                   |                                   |  |
| To address the Present administration  | t an idea i       | ard, stude                                |   |                                   |                              |                   | •                                 | ol to a school   |
| Kansas High<br>Graduates   |                   | Accurately speaking.                      | / and effective   | ely use st                        | andard                       | English (         | grammar a                         | and usage when   |
|  |                   |   |   |                                   |                              |                   |                                   |  |
|  |                   | <u>S</u>                                  | <u>SL.3.7</u>   |                                   | SL.4                         | .7                |                                   | <u>SL.5.7</u>  |
| Progressi<br>Standard A<br>Grade   | cross             | and common convention English grusage who | ate e of language nand of the ns of standard ammar and en speaking. above for | of the<br>standa<br>gramn<br>when | conven<br>ard Eng<br>nar and | usage<br>ıg. (See | of the<br>standa<br>gramr<br>when | enstrate command<br>conventions of<br>ard English<br>mar and usage<br>speaking. (Click<br>bove for details.) |

#### Grade 4 **Speaking and Listening** Acquire and use accurately grade-appropriate general academic and **SL.4.8** domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. To address this standard, students could: Discuss with peers the processes that impact the shape of the Earth, making use of gradeappropriate, domain-specific words and phrases. Use a variety of context-appropriate words in a range of situations, and Kansas High School engage in effective strategies for determining word meanings and adding **Graduates Can:** new words to a personal vocabulary bank. **SL.4.8 SL.3.8** SL.5.8 Acquire and use Acquire and use Acquire and use accurately gradeaccurately gradeaccurately gradeappropriate general appropriate general appropriate conversational, general academic and domainacademic and domain-**Progression of** academic, and domainspecific words and specific words and **Standard Across** specific words and phrases, including phrases, including those **Grades** phrases, including those that signal that signal contrast, those that signal spatial precise actions, addition, and other and temporal emotions, or states of logical relationships. being and that are relationships.

7

basic to a particular

topic.

8

9-10

11-12

K

2

3

1

Reading: Foundational

| Print Concepts                    |   |  |  |  |  |
|-----------------------------------|---|--|--|--|--|
| RF.4.1                            | Not applicable to grade 4.                        |  |  |  |  |
| To address this sta               | To address this standard, students <i>could</i> : |  |  |  |  |
|                                   |   |  |  |  |  |
|                                   |   |  |  |  |  |
| Progression of<br>Standard Across |   |  |  |  |  |
| Grades                            |   |  |  |  |  |

**Reading: Foundational** 

| Phonological Awareness                            |                                   |  |  |  |
|---|-----------------------------------|--|--|--|
| RF.4.2  | RF.4.2 Not applicable to grade 4. |  |  |  |
| To address this standard, students <i>could</i> : |                                   |  |  |  |
|   |                                   |  |  |  |
| Progression of<br>Standard Across<br>Grades       |                                   |  |  |  |

Reading: Foundational

# Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

#### To address this standard, students could:

- During a reading of an engaging text, show grade level-appropriate ability to decode text.
- With peers or an adult, work to pronounce multisyllabic words accurately, and use strategies to determine correct pronunciation and meanings.

|   | <u>RF.3.3</u>  | RF.4.3   | <u>RF.5.3</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

**Reading: Foundational** 

| Fluency |  |  |  |
|---------|--|--|--|
|         | Read with sufficient accuracy and fluency to support comprehension.  |  |  |
| RF.4.4  | <ul> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |  |  |

#### For this standard, successful students could:

- Practice fluency independently or with peers by participating in paired readings or practiced readings of engaging texts.
- Listen to fluent and/or repeated readings of an engaging text.

|   | <u>RF.3.4</u>   | RF.4.4  | <u>RF.5.4</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 4 Reading: Literature Refer to details and examples in a text when explaining what the text says

explicitly and when drawing inferences from the text.

#### To address this standard, students could:

- Identify examples in the text to support thinking.
- Use text and text features to ask and answer key detail questions.
- Identify the location of the answer in the text (e.g. "according to the text", "the author stated").
- Explain what it means to make an inference.
- Use background knowledge and the text to make an inference.

# Kansas High School Graduates Can:

**RL.4.1** 

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|   | <u>RL.3.1</u>  | RL.4.1   | <u>RL.5.1</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

#### <u>K</u> 11-12 <u>1</u> 2 <u>3</u> 7 8 9-10 Grade 4 **Reading: Literature** Determine the theme of a story, drama, or poem from details in the text; **RL.4.2** summarize the text. To address this standard, students could: Use background knowledge and the text to determine what the author wants the reader to learn. Explain how to determine the theme of a text. Determine the theme in a text using key details. Define summary and summarize the text.

# Kansas High School Graduates Can:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

|   | <u>RL.3.2</u>  | RL.4.2  | <u>RL.5.2</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Determine the theme of<br>a story, drama, or poem<br>from details in the text;<br>summarize the text. | 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. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 4 Reading: Literature Describe in depth a character, setting, or event in a story or drama, dra

| RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|--------|--|
|        |  |

#### To address this standard, students could:

- Describe characters in depth using key details (who).
- Describe the setting in depth using key details (where, when).
- Describe major events in depth using key details (what).
- Describe how the characters respond to major events and challenges (how).
- Explain how characters' actions determine the sequence of events (why).

### Kansas High School Graduates Can:

Analyze elements of plot as they relate to the meaning of a text.

|   | <u>RL.3.3</u>   | RL.4.3   | <u>RL.5.3</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Describe characters in<br>a story (e.g., their<br>traits, motivations, or<br>feelings) and explain<br>how their actions<br>contribute to the<br>sequence of events. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | Compare and contrast<br>two or more characters,<br>settings, or events in a<br>story or drama, drawing<br>on specific details in the<br>text (e.g., how<br>characters interact). |

K 1 2 3 4 5 6 7 8 9-10 11-12

Grade 4

Reading: Literature

Determine the meaning of words and phrases as they are used in a text in a least of the second o

# Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### To address this standard, students could:

- Describe how word choice affects the meaning of a text.
- Describe and identify literal language.
- Describe and identify figurative language.
- Use context clues, reference materials, and references to mythology to determine meaning of words and phrases.

## Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|   | DI 0.4  | DI 4.4   | DI E 4   |
|---|---|--|--|
|   | <u>RL.3.4</u>   | RL.4.4   | <u>RL.5.4</u>  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative<br>language such as<br>metaphors and similes. |

**Reading: Literature** 

#### **RL.4.5**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### To address this standard, students could:

- Define structural elements of poems, drama, and prose.
- Explain differences between poems, dramas, and prose.
- Describe how poems, dramas, and prose are arranged.
- Use appropriate terms when writing or speaking.

#### Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

**RL.4.5** 

#### Progression of Standard Across Grades

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections...

**RL.3.5** 

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.5** 

Reading: Literature

| RL.4.6  | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |  |   |  |  |
|---|--|--|---|--|--|
| To address this stand   | ard, students <i>could</i> :   |  |   |  |  |
| <ul> <li>Understand what impacts the creation of a point of view.</li> <li>Identify if a character or narrator is telling the story and explain how they know.</li> <li>Identify their own point of view.</li> <li>Compare and contrast the same story told from different perspectives.</li> </ul> |  |  |   |  |  |
| Kansas High School<br>Graduates Can:  |  |  |   |  |  |
|   |  |  |   |  |  |
|   | <u>RL.3.6</u>  | RL.4.6   | <u>RL.5.6</u>   |  |  |
| Progression of<br>Standard Across<br>Grades   | Distinguish their own point of view from that of the narrator or those of the characters.  | Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including<br>the difference between | Describe how a narrator's or speaker's point of view influences how events are described. |  |  |

first- and third-person

narrations.

#### **Grade 4 Reading: Literature**

| iteaung. Literature  |   |        |               |  |  |  |  |  |  |  |
|--|---|--------|---------------|--|--|--|--|--|--|--|
| RL.4.7   | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  |        |               |  |  |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |        |               |  |  |  |  |  |  |  |
| <ul> <li>Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text.</li> <li>Explain or describe similarities and differences between print and non-print versions of text.</li> </ul> |   |        |               |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |        |               |  |  |  |  |  |  |  |
|  |   |        |               |  |  |  |  |  |  |  |
|  | <u>RL.3.7</u>   | RL.4.7 | <u>RL.5.7</u> |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |        |               |  |  |  |  |  |  |  |

Reading: Literature

| RL.4.8  | (Not applicable for literature)  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| To address this standard, students <i>could</i> : |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |  |  |  |  |  |  |  |  |  |

**Reading: Literature** 

#### **RL.4.9**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### To address this standard, students could:

- Define theme as the central message of a literary text.
- Define topic as the subject of a literary text.
- Define culture as the ideas, beliefs, and values shared by a group of people.
- Compare and contrast stories with similar topics, themes, and patterns of events from different cultures.

#### Kansas High School Graduates Can:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RL.4.9** 

#### Progression of Standard Across Grades

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories, etc.) on their approaches to similar themes and topics.

RL.5.9

| <u>K</u>  | 1  | <u>2</u> | <u>3</u>   | _   | Gra                        | ade 4  |  | <u>8</u>   | <u>9-10</u>   | <u>11-12</u>   |  |  |  |  |
|---|--|----------|--|---|----------------------------|--|--|--|---|--|--|--|--|--|
| DI 4  | Reading: Literature  Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal         |          |  |   |                            |  |  |  |   |  |  |  |  |  |
|   |  |          | discourse  | is appro  | opriate.                   |  | nai Liig   | Jiisii aiiu  | Situation   | s where informat   |  |  |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Discuss the ways their language changes when they are with a teacher, a grandparent, a best</li> </ul> |  |          |  |   |                            |  |  |  |   |  |  |  |  |  |
| · ·   | friend, a stranger, a dignitary, etc. Discuss the ways in which their language changes depending on the situation.   |          |  |   |                            |  |  |  |   |  |  |  |  |  |
|   | Kansas High School Graduates Can:  Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings). |          |  |   |                            |  |  |  |   |  |  |  |  |  |
|   |  |          |  |   |                            |  |  |  |   |  |  |  |  |  |
|   |  |          | RL   | 3.10  |                            |  | RL.4.  | 10   |   | <u>RL.5.10</u>   |  |  |  |  |
| Progress<br>Standard<br>Grad  | Across   |          | Use knowled language at conventions reading to robserve different between the of spoken at standard Endink above | nd its<br>s when<br>recogniz<br>ferences<br>e conve<br>and writt<br>nglish. ( | s<br>ntions<br>en<br>Click | between<br>call for the<br>and situ<br>informa | ge and itions what it ons which which we will be to the total formal I discould the total second to the total second in the to | its<br>hen<br>erentiate<br>exts that<br>English<br>where | lang<br>conv<br>to co<br>the v<br>(e.g.<br>used<br>poer | knowledge of uage and its ventions when reading ompare and contrast varieties of English , dialects, registers) d in stories, dramas, or ms. (Click link above details.) |  |  |  |  |

| <u>K</u> <u>1</u>  | 2      | <u>3</u>  | <u>4</u>   |                                 | 6<br>ade 4   | <u>7</u>   | <u>8</u>    | <u>9-10</u>  | <u>11-12</u>  |  |  |  |  |
|--|--------|---|--|---------------------------------|--|--|-------------|--|---|--|--|--|--|
| Reading: Literature  |        |   |  |                                 |  |  |             |  |   |  |  |  |  |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.  c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |        |   |  |                                 |  |  |             |  |   |  |  |  |  |
| To address this  | standa | ard, stude  | nts <i>coul</i>  | d:                              |  |  |             |  |   |  |  |  |  |
| <ul> <li>Read a text about a grade-appropriate science topic, and use a range of strategies to determine<br/>unknown word meanings.</li> </ul>   |        |   |  |                                 |  |  |             |  |   |  |  |  |  |
| Kansas High Sc<br>Graduates Ca   |        |   | nowledg  | e of ne                         | ew words   | s, as we   | ell as emp  |  | ategies for   |  |  |  |  |
|  |        |   |  |                                 |  |  |             |  |   |  |  |  |  |
|  |        | <u>R</u>  | L.3.11   |                                 |  | RL.4.  | 11          |  | RL.5.11   |  |  |  |  |
| Progression<br>Standard Acro<br>Grades   |        | Determine meaning and multip words and based on reading a choosing range of s (Click link details.) | of unknown of unknown of the context | wn<br>hing<br>s<br>nt,<br>rom a | meanin<br>multiple<br>and phr<br><i>Grade</i> 4<br>content<br>from a 1 | g of un<br>e-meaning<br>ases bases bases<br>frange of ange of<br>es. (Se | ing flexibl | d meanii<br>multipl<br>and ph<br>Grade<br>conten<br>from a | nine or clarify the ng of unknown and e-meaning words trases based on 5 reading and transe of strategies. Ink above for |  |  |  |  |

| <u>K</u>   | 1   | <u>2</u> | <u>3</u> | <u>4</u> |       | 6<br>ade 4 | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |  |  |  |  |
|--|---|----------|----------|----------|-------|------------|----------|----------|-------------|---|--|--|--|--|
|  | Reading: Literature   |          |          |          |       |            |          |          |             |   |  |  |  |  |
| RL.4.12  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs in context.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |   |          |          |          |       |            |          |          |             |   |  |  |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Discuss the reasons why characters in a text may use similes, metaphors, idioms, adages, and proverbs.</li> </ul>   |   |          |          |          |       |            |          |          |             |   |  |  |  |  |
| Kansas F<br>Gradua   |   |          | Understa | nd word  | meani | ngs, and   | nuance   | es in wo | rd meanin   | gs when reading.  |  |  |  |  |
|  |   |          |          |          |       |            |          |          |             |   |  |  |  |  |
|  |   |          | <u>R</u> | L.3.12   |       |            | RL.4.    | 12       |             | RL.5.12   |  |  |  |  |
| Standa   | Progression of Standard Across Grades  Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |          |          |          |       |            |          |          |             | rstanding of<br>ative language, word<br>onships, and<br>ces in word<br>nings. (Click link |  |  |  |  |

| <u>K</u>  | 1   | <u>2</u> | <u>3</u>   |         | Gr       | <u>6</u><br>ade 4<br>∣: Litera |          | 8        | <u>9-10</u> | <u>11</u> | <u> -12</u> |
|---|---|----------|------------|---------|----------|--------------------------------|----------|----------|-------------|-----------|-------------|
| Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4. |   |          |            |         |          |                                |          |          |             |           |             |
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level.     |   |          |            |         |          |                                |          |          |             |           |             |
| Kansas Hiç<br>Graduate  |   | I        | iterpret m | ıeaninç | g from a | a variety o                    | of texts | on their | own.        |           |             |
|   |   |          |            |         |          |                                |          |          |             |           |             |
|   |   |          | RL         | 3.13    |          |                                | RL.4.    | 10       |             | RL.       | <u>5.13</u> |
| Standard  | Progression of Standard Across Grades  Read and comprehend high quality dramas, prose and poetry of appropriate quantitative  Read and comprehend high quality dramas, prose and poetry of appropriate quantitative  Read and comprehend high quality dramas, prose and poetry of appropriate quantitative  Read and comprehend high quality dramas, prose and poetry of appropriate quantitative |          |            |         |          |                                |          |          |             |           |             |

and qualitative

complexity for Grade 4.

and qualitative

complexity for Grade 5.

and qualitative

complexity for Grade 3.

**Reading: Informational** 

explicitly and when drawing inferences from the text.

To address this standard, students could:

- Identify examples in the text to support thinking.
- Use text and text features to ask and answer key detail questions.
- Identify the location of the answer in the text (e.g. "according to the text", "the author stated").
- Explain how to make an inference.
- Use background knowledge and the text to make an inference.

## Kansas High School Graduates Can:

**RI.4.1** 

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Refer to details and examples in a text when explaining what the text says

|   | <u>RI.3.1</u>  | RI.4.1   | <u>RI.5.1</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

| <u>K</u>  | 1  | _                             | ade 4   | <u>9-10</u> <u>11-12</u> |  |  |  |  |  |  |  |  |
|---|--|-------------------------------|---|--------------------------|--|--|--|--|--|--|--|--|
| Reading: Informational  |  |                               |   |                          |  |  |  |  |  |  |  |  |
| Determine the main idea of a text and explain how it is supported by key details; summarize the text. |  |                               |   |                          |  |  |  |  |  |  |  |  |
| To address  | this stand   | dard, students <i>could</i> : |   |                          |  |  |  |  |  |  |  |  |
| Work with   |  |                               |   |                          |  |  |  |  |  |  |  |  |
| Kansas Hig<br>Graduate  |  |                               | or themes of a text and ana<br>porting details and ideas. | alyze their development; |  |  |  |  |  |  |  |  |
|   |  |                               |   |                          |  |  |  |  |  |  |  |  |
|   |  | <u>RI.3.2</u>                 | RI.4.2  | <u>RI.5.2</u>            |  |  |  |  |  |  |  |  |
| Standard  | Progression of Standard Across Grades  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Determine the main idea of a text and explain how it is supported by key details; summarize the recognition idea.  Determine the main idea of a text and explain how they are supported by key details; summarize the |                               |   |                          |  |  |  |  |  |  |  |  |

text.

text.

|   | <u>K</u>  | 1 | 2 | <u>3</u> | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 4 | <u>7</u> | <u>8</u>           | <u>9-1</u> | 0 | <u>11-12</u>  |  |  |
|---|---|---|---|----------|----------|-----------------|-------------------|----------|--------------------|------------|---|---------------|--|--|
|   | Reading: Informational  |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
|   | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
| To address this standard, students <i>could</i> :   |   |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
| •   | <ul> <li>Describe the connection between two individuals (who).</li> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (what, how, why, when, where).</li> <li>Identify and use time, sequence, and cause/effect cue words.</li> </ul> |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
|   | Kansas High School Graduates Can:  Extract meaning and purpose from informational text by analyzing its structure and organization.   |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
|   |   |   |   |          |          |                 |                   |          |                    |            |   |               |  |  |
|   |   |   |   | <u>F</u> | RI.3.3   |                 |                   | RI.4     | .3                 |            |   | <u>RI.5.3</u> |  |  |
| Progression of Standard Across Grades  Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time,  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. |   |   |   |          |          |                 |                   |          | als,<br>cal,<br>al |            |   |               |  |  |

that pertains to time, sequence, and

cause/effect.

text based on specific information in the text.

#### <u>K</u> <u>1</u> 2 <u>3</u> 8 9-10 11-12 <u>7</u> Grade 4 **Reading: Informational** Determine the meaning of general academic and domain-specific words or **RI.4.4** phrases in a text relevant to a grade 4 topic or subject area. To address this standard, students could: Define academic words and phrases. Define domain-specific words and phrases. Use context clues, reference materials, and text features to determine meaning of words and phrases.

#### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|   | <u>RI.3.4</u>  | RI.4.4  | <u>RI.5.4</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

#### K 1 2 <u>3</u> 7 8 9-10 11-12 Grade 4 **Reading: Informational** Describe the overall structure (e.g., chronology, comparison, cause/effect, **RI.4.5** problem/solution) of events, ideas, concepts, or information in a text or part of a text. To address this standard, students could: Understand the purposes of text features and use them appropriately. Identify the text structure of informational text. Evaluate how the text structure connect the events, ideas, concepts, or information in a text. Determine why the author chose a specific text structure. Understand how an author uses text features and other elements to **Kansas High School** organize text (e.g., How do chapters work together to build a book?) and **Graduates Can:** affect meaning. RI.3.5 **RI.4.5** RI.5.5

#### Use text features and Describe the overall Compare and contrast the overall structure search tools (e.g., key structure (e.g., words, sidebars, chronology, comparison, (e.g., chronology, Progression of hyperlinks) to locate cause/effect, comparison, **Standard Across** information relevant to cause/effect, problem/ problem/solution) of **Grades** a given topic efficiently. events, ideas, concepts, solution) of events, or information in a text ideas, concepts, or or part of a text. information in two or more texts.

**Reading: Informational** Compare and contrast a firsthand and secondhand account of the same **RI.4.6** event or topic; describe the differences in focus and the information provided. To address this standard, students could: Read and discuss differences between a textbook's explanation of Kansas in the 1930's and a diary entry from the 1930's written by a Kansas resident. Explain how the point of view (first or second hand) affects the perspective of the event or topic. Explain why an author could have written a text. **Kansas High School** Recognize that different perspectives can be presented in different ways for **Graduates Can:** different purposes. **RI.3.6 RI.4.6** RI.5.6 Distinguish their own Compare and contrast a Analyze multiple point of view from that firsthand and accounts of the same Progression of of the author of a text. secondhand account of event or topic, noting **Standard Across** important similarities the same event or topic; **Grades** describe the differences and differences in the in focus and the point of view they information provide. represent.

Grade 4

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**Reading: Informational** 

#### **RI.4.7**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### To address this standard, students could:

- Explain the purpose of graphic features.
- Interpret information from the graphic feature.
- Synthesize information gained from visual text features, information from written text, and information presented orally to aid in understanding.

### Kansas High School Graduates Can:

Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

**RI.4.7** 

#### Progression of Standard Across Grades

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.7

Grade 4 **Reading: Informational** Explain how an author uses reasons and evidence to support particular **RI.4.8** points in a text. To address this standard, students *could*: Identify reason and evidence to support a point in a text. Use relevant justifications. Explain how author's justifications support their point. Evaluate if the reasons and evidence given supports the author's point in the text. **Kansas High School** Follow the logic of an argument based on the validity of the claim and **Graduates Can:** evidence presented. **RI.3.8 RI.5.8 RI.4.8** Describe the logical Explain how an author Explain how an author connection between uses reasons and uses reasons and **Progression of** evidence to support particular sentences evidence to support **Standard Across** particular points in a and paragraphs in a particular points in a Grades text (e.g., comparison, text, identifying which text. cause/effect, reasons and evidence

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support which point(s).

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first/second/third in a

sequence).

**Reading: Informational** Integrate information from two texts on the same topic in order to write or **RI.4.9** speak about the subject knowledgeably. To address this standard, students could: Understand information from two texts can be combined to gain a deeper understanding of a topic. Categorize key details from two texts. Compare and contrast texts in order to combine information. **Kansas High School** Analyze how two or more texts address similar themes or topics in order to **Graduates Can:** build knowledge or to compare the approaches the authors take. RI.3.9 **RI.4.9** RI.5.9 Compare and contrast Integrate information Integrate information the most important from two texts on the from several texts on **Progression of** points and key details same topic in order to the same topic in order **Standard Across** presented in two texts write or speak about the to write or speak about **Grades** on the same topic. subject knowledgeably. the subject knowledgeably.

Grade 4

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#### K 2 1 3 8 9-10 11-12 Grade 4 **Reading: Informational** Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal RI.4.10 discourse is appropriate. To address this standard, students could: Read an informational text, and prepare a paragraph to share with different audiences that would require different kinds of language – a peer, a parent, a young child, a community member, a professor in the field being written about, etc. Compare and contrast conventions of a native language with formal, standard English. **Kansas High School** Apply their knowledge of language and how it works to a variety of contexts **Graduates Can:** and situations (e.g., a job interview, formal and informal settings).

#### RI.3.10 RI.4.10 RI.5.10 Use knowledge of Use knowledge of Use knowledge of language and its language and its language and its conventions when reading conventions when reading **Progression of** conventions when to recognize and observe to compare and contrast **Standard Across** reading to differentiate differences between the the varieties of English Grades between contexts that (e.g., dialects, registers) conventions of spoken call for formal English used in informational text. and written standard and situations where English. informal discourse is appropriate.

| <u>K</u> <u>1</u>  | 2     | <u>3</u>   |  | <u>5</u> <u>6</u><br>Grade 4                                  |  | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>  |  |  |  |  |  |
|--|-------|--|--|---|--|---|---|---|--|--|--|--|--|
| Reading: Informational   |       |  |  |   |  |   |   |   |  |  |  |  |  |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.  c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |       |  |  |   |  |   |   |   |  |  |  |  |  |
| To address this  | stand | ard, stude   | nts <i>could</i> :   |   |  |   |   |   |  |  |  |  |  |
| <ul> <li>Explain to a peer or adult the process or processes they used to determine a word's meaning.</li> <li>Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.</li> </ul>   |       |  |  |   |  |   |   |   |  |  |  |  |  |
| Kansas High Sc<br>Graduates Ca   |       | building k   | nd vocabula<br>nowledge o<br>ng meaning                      | of new word   | s, as we   | ll as empl  |   | ts by consistently<br>ategies for   |  |  |  |  |  |
|  |       |  |  |   |  |   |   |   |  |  |  |  |  |
|  |       | <u>R</u>   | I.3.11   |   | RI.4.′   | 11  |   | RI.5.11   |  |  |  |  |  |
| Progression o<br>Standard Acro<br>Grades   |       | meaning of<br>and multip<br>words and<br>based on<br>reading air | <i>Ġrade 3</i><br>nd content,<br>flexibly from<br>trategies. | mean<br>and n<br>words<br>based<br>readin<br>a choos<br>range | ing of ur<br>nultiple-n<br>s and phi<br>d on Gra<br>ng and c | neaning<br>rases<br>de 4<br>ontent,<br>bly from a<br>egies. | meanir<br>multiple<br>and ph<br>Grade<br>conten<br>from a | nine or clarify the ng of unknown and e-meaning words hrases based on 5 reading and ht, choosing flexibly range of strategies. link above for s.) |  |  |  |  |  |

| <u>K</u>  | 1   | <u>2</u> | <u>3</u> | <u>4</u> |       | 6<br>ade 4 | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>      |  |  |  |
|---|---|----------|----------|----------|-------|------------|----------|-----------|-------------|-------------------|--|--|--|
| Reading: Informational  |   |          |          |          |       |            |          |           |             |                   |  |  |  |
| Personance in word meanings.  a. Explain the meaning of simple similes and metaphors in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs in context.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  To address this standard, students could: |   |          |          |          |       |            |          |           |             |                   |  |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Explain the literal and contextual meaning of an idiom, adage, or proverb found in a grade-level text.</li> </ul>  |   |          |          |          |       |            |          |           |             |                   |  |  |  |
| Kansas Hig<br>Graduate  |   | ol U     | nderstan | d word   | meani | ngs, and   | nuance   | es in woi | rd meanii   | ngs when reading. |  |  |  |
|   |   |          |          |          |       |            |          |           |             |                   |  |  |  |
|   |   |          | RI       | .3.12    |       |            | RI.4.    | 12        |             | RI.5.12           |  |  |  |
| Standard  | Progression of Standard Across Grades  Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |          |          |          |       |            |          |           |             |                   |  |  |  |

| K   | 1  | <u>2</u>             | <u>3</u>   |                        | Gra   | 6<br>ade 4                             |  |            | <u>9-1</u>             | <u>0</u> <u>1</u>                                   | <u>  11-12</u>             |
|---|--|----------------------|--|------------------------|-------|--|--|------------|------------------------|---|----------------------------|
| RI.4.13   |  |                      | Reading: Informational  Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 4. |                        |       |  |  |            |                        |   |                            |
|   | To address this standard, students could:  Select and read increasingly complex informational texts at or above grade level. |                      |  |                        |       |  |  |            |                        |   |                            |
| Kansas High School Graduates Can:  Interpret meaning from a variety of informational texts. |  |                      |  |                        |       |  |  |            |                        |   |                            |
|   |  |                      |  |                        |       |  |  |            |                        |   |                            |
|   |  |                      | RI.  | 3.13                   |       |  | RI.4.1                                       | 13         |                        | RI  | <u>.5.13</u>               |
| Standa  | ession of<br>rd Across<br>ades   | hi<br>in<br>ar<br>ar | ead and o<br>gh quality<br>formation<br>opropriate<br>nd qualitat<br>omplexity   | al text of<br>quantita | ıtive | high qu<br>informa<br>approp<br>and qu | iality<br>ational t<br>riate qu<br>alitative | ıantitativ | hi<br>in<br>e ap<br>ar | gh quality<br>formatior<br>opropriate<br>nd qualita | nal text of e quantitative |

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| W  | ri | <u>ti</u> | n  | g  |  |
|----|----|-----------|----|----|--|
| Te | xt | Т         | vr | )e |  |

| Text Types and Purposes                 | W.5.1         | W.5.2        | W.5.3        |
|---|---------------|--------------|--------------|
| Production and Distribution of Writing  | W.5.4         | W.5.5        | W.5.6        |
| Research to Build and Present Knowledge | <u>W.5.7</u>  | <u>W.5.8</u> | <u>W.5.9</u> |
| Language in Writing                     | <u>W.5.10</u> | W.5.11       |              |
| Range of Writing                        | <u>W.5.12</u> |              |              |
|   |               |              |              |

#### **Speaking and Listening**

| Comprehension and Collaboration     | SL.5.1 | SL.5.2 | SL.5.3 |
|-------------------------------------|--------|--------|--------|
| Presentation of Knowledge and Ideas | SL.5.4 | SL.5.5 | SL.5.6 |
| Language in Speaking and Listening  | SL.5.7 | SL.5.8 |        |

#### **Reading: Foundational**

| Print Concepts               | <u>RF.5.1</u> |
|------------------------------|---------------|
| Phonological Awareness       | RF.5.2        |
| Phonics and Word Recognition | RF.5.3        |
| Fluency                      | RF.5.4        |

#### **Reading: Literature**

| S CONTRACTOR OF THE CONTRACTOR |         |               |               |
|--|---------|---------------|---------------|
| Key Ideas and Details  | RL.5.1  | RL.5.2        | RL.5.3        |
| Craft and Structure  | RL.5.4  | RL.5.5        | <b>RL.5.6</b> |
| Integration of Knowledge and Ideas   | RL.5.7  | <b>RL.5.8</b> | RL.5.9        |
| Language in Reading: Literature  | RL.5.10 | RL.5.11       | RL.5.12       |
| Range of Reading and Level of Text   | RL.5.13 |               |               |

#### **Reading: Informational**

| Key Ideas and Details              | <u>RI.5.1</u> | RI.5.2  | RI.5.3  |
|------------------------------------|---------------|---------|---------|
| Craft and Structure                | RI.5.4        | RI.5.5  | RI.5.6  |
| Integration of Knowledge and Ideas | RI.5.7        | RI.5.8  | RI.5.9  |
| Language in Reading: Informational | RI.5.10       | RI.5.11 | RI.5.12 |
| Range of Reading and Level of Text | RI.5.13       |         |         |



#### **Text Types and Purposes**

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Know the difference between fact and opinion.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - c. Provide logically ordered reasons that are supported by facts and details.
  - d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - e. Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - 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.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events.

#### **Production and Distribution of Writing**

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]").
  - 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]").

#### Language in Writing

- W.5.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - c. Form and use the perfect verb tenses (e.g., I had walked, I have walked)
  - d. Use verb tense to convey various times, sequences, states, and conditions.
  - e. Recognize and correct inappropriate shifts in verb tense.
  - f. Use correlative conjunctions. (e.g., either/or)
- W.5.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?)
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting reference materials as needed.

#### Range of Writing

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.

#### **Comprehension and Collaboration**

- 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.
  - SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Presentation of Knowledge and Ideas

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Language in Speaking and Listening

- SL.5.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.5.7.a Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
  - SL.5.7.b Form and use the perfect verb tenses (e.g., I had walked, I have walked)
    SL.5.7.c Use verb tense to convey various times, sequences, states, and conditions.
  - SL.5.7.d Recognize and correct inappropriate shifts in verb tense.
  - SL.5.7.e Use correlative conjunctions. (e.g., either/or)
- SL.5.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**Reading: Foundational** 

#### **Print Concepts**

RF.5.1 Not applicable to grade 5.

#### **Phonological Awareness**

RF.5.2 Not applicable to grade 5.

#### **Phonics and Word Recognition**

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

#### **Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

| RF.5.4a | Read on-level text with purpose and understanding.                         |
|---------|--|
| RF.5.4b | Read on-level prose and poetry orally with accuracy, appropriate rate, and |
|         | expression on successive readings.   |
| RF.5.4c | Use context to confirm or self-correct word recognition and understanding, |
|         | rereading as necessary.  |

| <u>K</u>              | 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Reading: Literature  |  |  |  |  |  |  |  |
|-----------------------|---|--|--|--|--|--|--|--|
| Key Ideas and Details |   |  |  |  |  |  |  |  |
| RL.5.1                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |  |  |  |  |  |  |  |
| RL.5.2                | Determine the theme of a story, drama, or poem 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. |  |  |  |  |  |  |  |
| RL.5.3                | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  |  |  |  |  |  |  |  |
| Craft and St          | ructure   |  |  |  |  |  |  |  |
| RL.5.4                | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   |  |  |  |  |  |  |  |
| RL.5.5                | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |  |  |  |  |  |  |  |
| RL.5.6                | Describe how a narrator's or speaker's point of view influences how events are described.   |  |  |  |  |  |  |  |
| Integration of        | of Knowledge and Ideas  |  |  |  |  |  |  |  |
| RL.5.7                | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                    |  |  |  |  |  |  |  |
| RL.5.8<br>RL.5.9      | Not applicable for literature Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |  |  |  |  |  |  |  |

#### o in Boodings Lit

| Language in | Reading: Liter  | ature   |  |  |  |  |  |  |  |  |
|-------------|---|---|--|--|--|--|--|--|--|--|
| RL.5.10     | Use knowledg  | Use knowledge of language and its conventions when reading.   |  |  |  |  |  |  |  |  |
|             | RL.5.10.a   | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  |  |  |  |  |  |  |  |  |
| RL.5.11     | Determine or o  | clarify the meaning of unknown and multiple-meaning words and phrases based on  |  |  |  |  |  |  |  |  |
|             | Grade 5 readii  | ng and content, choosing flexibly from a range of strategies.   |  |  |  |  |  |  |  |  |
|             | RL.5.11.a   | Use context as a clue to the meaning of a word or phrase.   |  |  |  |  |  |  |  |  |
|             | RL.5.11.b   | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.  |  |  |  |  |  |  |  |  |
|             | RL.5.11.c   | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |  |  |  |
| RL.5.12     | Demonstrate understanding of figurative language, word relationships, and nuances in word |   |  |  |  |  |  |  |  |  |
|             | meanings.   |   |  |  |  |  |  |  |  |  |
|             | RL.5.12.a   | Interpret figurative language, including similes and metaphors, in context.   |  |  |  |  |  |  |  |  |
|             | RL.5.12.b   | Recognize and explain the meaning of common idioms, adages, and proverbs.   |  |  |  |  |  |  |  |  |
|             | RL.5.12.c   | Use the relationships between particular words (e.g., synonyms) to better understand each of the words.   |  |  |  |  |  |  |  |  |

#### Range of Reading and Level of Text

Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5. RL.5.13

|                | Reading: Informational |   |  |  |  |  |  |
|----------------|------------------------|---|--|--|--|--|--|
| Key Ideas an   | d Details              |   |  |  |  |  |  |
| RI.5.1         |                        | tely from a text when explaining what the text says explicitly and when drawing om the text.  |  |  |  |  |  |
| RI.5.2         |                        | o or more main ideas of a text and explain how they are supported by key narize the text.   |  |  |  |  |  |
| RI.5.3         | Explain the re         | elationships or interactions between two or more individuals, events, ideas, a historical, scientific, or technical text based on specific information in the text.       |  |  |  |  |  |
| Craft and Str  | ucture                 |   |  |  |  |  |  |
| RI.5.4         |                        | e meaning of general academic and domain-specific words and phrases in a text grade 5 topic or subject area.  |  |  |  |  |  |
| RI.5.5         |                        | contrast the overall structure (e.g., chronology, comparison, cause/effect, tion) of events, ideas, concepts, or information in two or more texts.                        |  |  |  |  |  |
| RI.5.6         |                        |   |  |  |  |  |  |
| Integration of | f Knowledge a          | and Ideas   |  |  |  |  |  |
| RI.5.7         |                        | mation from multiple print or digital sources, demonstrating the ability to wer to a question quickly or to solve a problem efficiently.                                  |  |  |  |  |  |
| RI.5.8         | Explain how a          | an author uses reasons and evidence to support particular points in a text, lich reasons and evidence support which point(s).   |  |  |  |  |  |
| RI.5.9         |                        | rmation from several texts on the same topic in order to write or speak about the   |  |  |  |  |  |
| Language in    | Reading: Info          | rmational   |  |  |  |  |  |
| RI.5.10        | •                      | ge of language and its conventions when reading.  |  |  |  |  |  |
| RI.5.11        | Grade 5 readi          | clarify the meaning of unknown and multiple-meaning words and phrases based on ing and content, choosing flexibly from a range of strategies.                             |  |  |  |  |  |
|                | RI.5.11.a<br>RI.5.11.b | Use context as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the                                 |  |  |  |  |  |
|                | RI.5.11.c              | meaning of a word.  Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  |  |  |  |  |
| RI.5.12        | Demonstrate            | understanding of figurative language, word relationships, and nuances in word   |  |  |  |  |  |
|                | meanings.              | anasistanang si ngarativo languago, wora rolationolinpo, ana ndahooo in word  |  |  |  |  |  |
|                | RI.5.12.a              | Interpret figurative language, including similes and metaphors, in context.   |  |  |  |  |  |
|                | RI.5.12.b              | Recognize and explain the meaning of common idioms, adages, and proverbs.   |  |  |  |  |  |
|                | RI.5.12.c              | Use the relationships between particular words (e.g., synonyms) to better   |  |  |  |  |  |

9-10

11-12

#### Range of Reading and Level of Text

<u>K</u>

<u>1</u> <u>2</u>

<u>3</u>

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

understand each of the words.

| <u>K</u> | <u>1</u> | <b>2</b> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |          |          |          | Gra      | ade 5    |          | _ |             |              |
|          |          |          |          |          | Wı       | riting   |          |   |             |              |

|  | Writing  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |  |  |  |  |  |
| W.5.1  | <ul> <li>a. Know the difference between fact and opinion.</li> <li>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> <li>d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>e. Provide a concluding statement or section related to the opinion presented.</li> </ul> |  |  |  |  |  |
| To address this standard, students <i>could</i> :  |  |  |  |  |  |  |
| <ul> <li>Research a community issue, and write a letter to the editor in which an opinion and reasons to<br/>support that opinion are shared.</li> </ul> |  |  |  |  |  |  |
| Kansas High School Graduates Can:  Use valid reasoning and relevant and sufficient evidence to support a written argument.                               |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

| Kansas High School Graduates Can:           | Use valid reasoning and relevant and sufficient evidence to support a written argument. |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   | <u>W.4.1</u>  | W.5.1  | <u>W.6.1</u>   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Write opinion pieces on topics or texts, supporting a point of view with reasons and    | Write opinion pieces on topics or texts, supporting a point of view with reasons and | Write opinion pieces topics or texts, supporting a point o view with reasons a |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
| Grade 5  |          |          |          |          |          |          |          |   |             |              |
|          |          |          |          |          | Wr       | iting    |          |   |             |              |

|                       | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
|-----------------------|---|
|                       | <ul> <li>a. Introduce a topic clearly, provide a general observation and<br/>focus, and group related information logically; include formatting<br/>(e.g., headings), illustrations, and multimedia when useful to<br/>aiding comprehension.</li> </ul> |
| W.5.2                 | <ul> <li>b. Develop the topic with facts, definitions, concrete details,<br/>quotations, or other information and examples related to the<br/>topic.</li> </ul>   |
|                       | <ul> <li>c. Link ideas within and across categories of information using<br/>words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>  |
|                       | <ul> <li>d. Use precise language and domain-specific vocabulary to inform<br/>about or explain the topic.</li> </ul>  |
|                       | Provide a concluding statement or section related to the information or explanation presented.  |
| To address this stand | ard, students could:  |

#### To address this standard, students *could*:

- Write a piece explaining to peers how to do something that they may not know how to do.
- Compose an explanatory paper, diagram, or video explaining to a student in another country how to be a student in their school.

| Kansas High | School |
|-------------|--------|
| Graduates   | Can:   |

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

|   | <u>W.4.2</u>  | W.5.2   | <u>W.6.2</u>   |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly. | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly. | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

| <u>K</u>   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|--|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
| Grade 5 Writing  |          |          |          |          |          |          |          |   |             |              |
| Write narratives to develop real or imagined experiences or events |          |          |          |          |          |          |          |   |             |              |

|   | •   | Jiaac J  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
|   |   | Writing  |  |  |  |  |  |  |
|   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |  |  |  |  |
| <ul> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convexperiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experience or events.</li> </ul> |   |  |  |  |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :  |  |  |  |  |  |  |  |
| Use writing or drawing to tell a sequential story.  |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.                              |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |
|   | <u>W.4.3</u>  | W.5.3  | <u>W.6.3</u>   |  |  |  |  |  |
| Duaguagian of   | Write narratives to develop real or   | Write narratives to develop real or imagined experiences | Write narratives to develop real or imagined experiences |  |  |  |  |  |

#### **Progression of Standard Across Grades**

imagined experiences or events using effective technique, descriptive details, and clear event sequences.

imagined experiences or events using effective technique, descriptive details, and clear event sequences.

imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences.

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
|          |          |   | _        |          | Gra      | ade 5    |          | _ |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

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

#### To address this standard, students could:

- Use a writing process to develop a brochure about a constellation to provide information to peers and adults about its makeup, its story, and other important details.
- Prepare a letter from a person living during the American Revolution, explaining to a family member his or her position on the war and the reasons for that position.

## Kansas High School Graduates Can:

Create texts appropriate for specific purposes, audiences, and tasks.

W.5.4

#### Progression of Standard Across Grades

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|          |          |          |          |          | Gra      | ade 5    |          |          |             |              |
|          |          |          |          |          | Wı       | riting   |          |          |             |              |

# With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### To address this standard, students could:

- Use a writing process to compose a piece of writing, then use a 6-trait rubric to evaluate their own writing, and revise it to be more effective.
- Analyze models of writing, and compare their work to the models in order to know how to proceed with a piece of writing and make it more effective.

### Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

|   | <u>W.4.5</u>  | W.5.5  | <u>W.6.5</u>   |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | With some guidance<br>and support from adults<br>and peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach. |

#### W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### To address this standard, students could:

- Use digital tools to brainstorm ideas for writing and share them with peers.
- Collaborate with peers to produce a class blog to update parents or others outside the classroom on key learnings and happenings.

#### Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

#### Progression of Standard Across Grades

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 one page in a single sitting.

W.4.6

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.

W.5.6

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 three pages in a single sitting.

# Grade 5 Writing

#### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### To address this standard, students *could*:

- Engage in a science experiment to determine properties of matter, read a grade-level article
  about properties of matter, and use information they find to develop a digital presentation in which
  key learnings are documented in writing.
- Identify a meaningful issue in the school or community, and interview a group of individuals about their thoughts on the issue. Use information learned to develop a piece of writing or digital presentation showing key learnings.

### Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

#### Progression of Standard Across Grades

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

# Grade 5 Writing

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.

#### To address this standard, students could:

- Engage in a scavenger hunt in order to locate a resource or resources that might contain an answer to a teacher-provided question.
- Use an evidence-based strategy to summarize or paraphrase a teacher-provided print resource.

### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

#### Progression of Standard Across Grades

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

|      | <u>K</u>  | 1                        | <u>2</u>             | <u>3</u>  | <u>4</u>              |      | 6<br>ade 5  | <u>7</u> | <u>8</u>  | <u>9-1</u>            | <u>10</u>         | <u>11-12</u>   |  |
|------|---|--------------------------|----------------------|---|-----------------------|------|---|----------|-----------|-----------------------|-------------------|--|--|
|      | Draw evidence from literary or informational texts to support analysis, reflection, and research. |                          |                      |   |                       |      |   |          |           |                       |                   | analysis,  |  |
|      | W.5   | .9                       |                      | <ul> <li>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]").</li> <li>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]").</li> </ul> |                       |      |   |          |           |                       |                   |  |  |
| To a | ddress  | this star                | dard,                | stude   | nts cou               | ıld: |   |          |           |                       |                   |  |  |
|      | •   | e an infor<br>other text |                      |   |                       | ,    | explain c   | ne of E  | arth's sy | ystems                | s, and            | use evidence   |  |
|      | _   | h Schoo<br>s Can:        |                      |   | d use su<br>hen origi |      |   | elevant  | evidenc   | e from                | a ran             | ge of text types   |  |
|      |   |                          |                      |   |                       |      |   |          |           |                       |                   |  |  |
|      |   |                          |                      | <u>\</u>  | N.4.9                 |      |   | W.5.     | 9         |                       |                   | <u>W.6.9</u>   |  |
|      | rogress<br>andard<br>Grad   | Across                   | liter<br>text<br>ana | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |                       |      | Draw evidence from literary or informational texts to support analysis, reflection, and research. |          |           | al lit<br>te<br>nd ai | terary<br>exts to | vidence from<br>or informational<br>support<br>s, reflection, and<br>ch. |  |

| Grade 5  |                              |                               |               |  |  |  |  |  |
|--|------------------------------|-------------------------------|---------------|--|--|--|--|--|
| Writing  |                              |                               |               |  |  |  |  |  |
| Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  c. Form and use the perfect verb tenses (e.g., I had walked, I have walked)  d. Use verb tense to convey various times, sequences, states, and conditions.  e. Recognize and correct inappropriate shifts in verb tense.  f. Use correlative conjunctions. (e.g., either/or) |                              |                               |               |  |  |  |  |  |
|  |                              | njunctions. (e.g., either/or) |               |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> : |                               |               |  |  |  |  |  |
| <ul> <li>Create a piece of writing explaining an event that happened last week, an event that is happening<br/>currently, and an event that will happen in the future. Engage in peer reviews and discussions to<br/>determine whether appropriate verbs were used in each explanation and why the verbs were or<br/>were not appropriate, given the context.</li> </ul>   |                              |                               |               |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |                              |                               |               |  |  |  |  |  |
|  |                              |                               |               |  |  |  |  |  |
|  | <u>W.4.10</u>                | W.5.10                        | <u>W.6.10</u> |  |  |  |  |  |

Demonstrate command

of and use knowledge of

the conventions of

grammar and usage

when writing. (See

details above.)

standard English

Demonstrate command

of and use knowledge of

the conventions of

grammar and usage

above for details.)

when writing. (Click link

standard English

11-12

Demonstrate command

of and use knowledge

of the conventions of

grammar and usage

when writing. (Click link

standard English

above for details.)

9-10

<u>1</u> <u>2</u>

<u>K</u>

**Progression of** 

**Standard Across** 

Grades

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|---|-------------|--------------|
|          | _        | _        |          | _        |          | ade 5    | _        | _ |             |              |

|                       | Demonstrate command of the conventions of standard English capitalization,  |  |  |  |  |  |  |
|-----------------------|---|--|--|--|--|--|--|
|                       | punctuation, and spelling when writing.   |  |  |  |  |  |  |
|                       | a. Use punctuation to separate items in a series.   |  |  |  |  |  |  |
|                       | b. Use a comma to separate an introductory element from the rest of the   |  |  |  |  |  |  |
| W.5.11                | sentence.   |  |  |  |  |  |  |
|                       | c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?) |  |  |  |  |  |  |
|                       | d. Use underlining, quotation marks, or italics to indicate titles of works.  |  |  |  |  |  |  |
|                       | e. Spell grade-appropriate words correctly, consulting reference materials  |  |  |  |  |  |  |
|                       | as needed.  |  |  |  |  |  |  |
| To address this stops | lard atudanta aculdi  |  |  |  |  |  |  |

#### To address this standard, students could:

- Compose a book review that uses the title of the book and a favorite quotation to share with peers and others in the school community.
- Review a hand-written letter and consult digital or print reference materials to check spelling on difficult words.

| <b>Graduates Can:</b> Accurately and effectively use the mechanics of standard English for the purpose of productive communication. |                        |                        |                        |  |  |  |  |  |
|---|------------------------|------------------------|------------------------|--|--|--|--|--|
|   |                        |                        |                        |  |  |  |  |  |
|   | <u>W.4.11</u>          | W.5.11                 | <u>W.6.11</u>          |  |  |  |  |  |
|   | Demonstrate command    | Demonstrate command    | Demonstrate command    |  |  |  |  |  |
| Dunauroniau of  | of the conventions of  | of the conventions of  | of the conventions of  |  |  |  |  |  |
| Progression of  | standard English       | standard English       | standard English       |  |  |  |  |  |
| Standard Across   | capitalization,        | capitalization,        | capitalization,        |  |  |  |  |  |
| Grades  | punctuation, and       | punctuation, and       | punctuation, and       |  |  |  |  |  |
|   | spelling when writing. | spelling when writing. | spelling when writing. |  |  |  |  |  |
|   | (Click link above for  | (See details above.)   | (Click link above for  |  |  |  |  |  |
|   | details.)              |                        | details.)              |  |  |  |  |  |

| <u>K</u> | <u>1</u> | 2 | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | 8 | <u>9-10</u> | <u>11-12</u> |
|----------|----------|---|----------|----------|----------|----------|----------|---|-------------|--------------|
| Grade 5  |          |   |          |          |          |          |          |   |             |              |
|          |          |   |          |          | Wı       | riting   |          |   |             |              |

| writing   |   |   |   |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|
| 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. |   |   |   |  |  |  |  |  |  |
| To address this stand   | To address this standard, students <i>could</i> :   |   |   |  |  |  |  |  |  |
| Participate in a shar several months.   | red writing with a "pen pal"  | from another school, comr   | nunity, or country over   |  |  |  |  |  |  |
| Kansas High School Graduates Can: Write routinely over varied time frames for a range of tasks, purposes, and audiences.  |   |   |   |  |  |  |  |  |  |
|   |   |   |   |  |  |  |  |  |  |
|   | <u>W.4.12</u>   | W.5.12  | <u>W.6.12</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | 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. | 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. | 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. |  |  |  |  |  |  |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5 Speaking and Listening

|  | Speaking and Listening  |
|--|---|
| SL.5.1   | <ul> <li>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.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> |
|  | dard, students <i>could</i> :   |
|  | tic discussion with peers about a recent article from kids' news or science   |
| magazine.  |   |
| <ul> <li>Use phrases like, '<br/>opinion.</li> </ul> | To add to her comment, I think the author also…" to introduce a personal  |
| _  | Engage in civil discourse, and express original ideas professionally  |

#### Kansas High School Graduates Can:

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.4.1</u>   | SL.5.1  | <u>SL.6.1</u>  |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. (Click link above for details.) | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.) |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Speaking and Listening SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### To address this standard, students could:

- Distinguish between paraphrasing and summarizing.
- Paraphrase information presented orally and/or in diverse formats.
- Summarize information presented orally and/or in diverse formats.

### Kansas High School Graduates Can:

Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

|   | <u>SL.4.2</u>   | SL.5.2   | <u>SL.6.2</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Speaking and Listening SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### To address this standard, students could:

- Provide support for a claim from the reasons and evidence.
- Analyze speaker's support.
- Summarize what is heard using reasons and evidence.

| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence. |   |  |  |  |
|---|--|---|--|--|--|
|   |  |   |  |  |  |
|   | <u>SL.4.3</u>  | SL.5.3  | <u>SL.6.3</u>  |  |  |
| Progression of<br>Standard Across<br>Grades | Identify the reasons and evidence a speaker provides to support particular points.                     | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |  |  |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5 Speaking and Listening

#### **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.

#### To address this standard, students could:

- Recount a story using appropriate volume, enunciation, and rate.
- Recount an experience using appropriate volume, enunciation, and rate.
- Report on a topic using appropriate volume, enunciation, and rate.

#### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.5.4** 

#### Progression of Standard Across Grades

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.4

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.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.4

#### **Speaking and Listening** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main **SL.5.5** ideas or themes. To address this standard, students could: Produce visual and/or audio depictions information described with detail. Produce multimedia presentations with visual and/or audio components to enhance the main idea or theme. Strategically incorporate appropriate digital and graphic elements into Kansas High School presentations to express information and enhance an audience's **Graduates Can:** understanding. **SL.4.5 SL.5.5 SL.6.5** Add audio recordings Include multimedia Include multimedia and visual displays to components (e.g., components (e.g., **Progression of** presentations when graphics, sound) and graphics, images, Standard Across appropriate to visual displays in music, sound) and Grades enhance the presentations when visual displays in development of main appropriate to enhance presentations to clarify ideas or themes. the development of information. main ideas or themes.

Grade 5

8

9-10

11-12

7

K

1

2

<u>3</u>

| <u>K</u> <u>1</u> <u>2</u>                  | Gra   | 6 7 8<br>de 5<br>nd Listening   | <u>9-10</u> <u>11-12</u>  |  |  |  |  |
|---|---|---|---|--|--|--|--|
| SL.5.6                                      |   | ry of contexts and tasks, us  | sing formal English when  |  |  |  |  |
| Role play conversation                      | <ul> <li>To address this standard, students could:</li> <li>Role play conversations in which the speakers are talking in different settings, and discuss the ways in which speech, body language, and words change when a context changes.</li> </ul> |   |   |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations.   |   |   |  |  |  |  |
|   |   |   |   |  |  |  |  |
|   | <u>SL.4.6</u>   | SL.5.6  | <u>SL.6.6</u>   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.                | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  |  |  |  |

| <u>K</u> <u>1</u> <u>2</u>  | 3 <u>4</u> <u>5</u><br>Gra   | 6 <u>7</u><br>ade 5  | 8 9                                   | <u>9-10</u>                   | <u>11-12</u>   |
|---|--|--|---------------------------------------|-------------------------------|--|
|   | Speaking a   | ınd Listening  | g                                     |                               |  |
| Demonstrate command of the conventions of standard English grammar and usage when speaking.  a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.  b. Form and use the perfect verb tenses (e.g., I had walked, I have walked)  c. Use verb tense to convey various times, sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.  e. Use correlative conjunctions. (e.g., either/or) |  |  |                                       |                               |  |
| Compose a piece of  | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Compose a piece of writing about an experience from the past, then work with peers and adults to review verb tenses used for accuracy.</li> </ul> |  |                                       |                               |  |
| Kansas High School<br>Graduates Can:  | Accurately and effectively use standard English grammar and usage when speaking.   |  |                                       |                               |  |
|   |  |  |                                       |                               |  |
|   | <u>SL.4.7</u>  | SL.5   | .7                                    |                               | <u>SL.6.7</u>  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)  | Demonstrate<br>of the conven<br>standard Eng<br>grammar and<br>when speakir<br>details above | tions of<br>lish<br>usage<br>ng. (See | of the of standa gramm when s | nstrate command<br>conventions of<br>rd English<br>ar and usage<br>speaking. (Click<br>ove for details.) |

| <u>K</u> | 1   | <u>2</u> | <u>3</u>  | <u>4</u>   | <u>5</u><br>Gra                           | <u>6</u><br>ade 5                       | <u>7</u>   | <u>8</u>   | <u>9-1</u> (                             | <u>0</u> <u>11</u>        | <u>l-12</u>   |
|----------|---|----------|---|--|---|---|--|--|--|---------------------------|---|
|          | Speaking and Listening  |          |   |  |   |   |  |  |  |                           |   |
| S        | L.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.     |  |   |   |  |  |  |                           |   |
| To addre | ss this st  | anda     | rd, stude   | nts cou  | ld:                                       |   |  |  |  |                           |   |
|          | <ul> <li>Create a lab report for a science lesson, in which domain-specific words are used accurately to<br/>describe and explain.</li> </ul> |          |   |  |   |   |  |  |  |                           |   |
|          | High Scho<br>lates Can  |          | Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank. |  |   |   |  |  |  |                           |   |
|          |   |          |   |  |   |   |  |  |  |                           |   |
|          |   |          | 2   | SL.4.8   |   |   | SL.5   | 3.8  | $\top$                                   | SL.                       | 6.8   |
| Standa   | ession of<br>ard Acros<br>rades   |          | Acquire a accurate appropria academi specific v phrases, those the precise a emotions being an basic to a   | ly grade ate gene cand do words an includir at signal actions, or stated that an includires. | eral<br>omain-<br>nd<br>og<br>es of<br>re | acader<br>specific<br>phrase<br>those t | tely grante grante and | ade-<br>eneral<br>d domair<br>s and<br>uding<br>Inal<br>ition, and | ac<br>ap<br>ac<br>sp<br>ph<br>vo<br>d wh | ecific word<br>rases; gat | rade-<br>general<br>nd domain-<br>ds and<br>ther<br>knowledge<br>lering a |

expression.

topic.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

|   | Reading: Foundational          |
|---|--------------------------------|
|   | Print Concepts                 |
| RF.5.1                                      | Not applicable to grade 5.     |
| To address this sta                         | ndard, students <i>could</i> : |
| Progression of<br>Standard Across<br>Grades |                                |

**Reading: Foundational** 

|   | Phonolo   | gical Awareness            |  |  |  |  |
|---|---|----------------------------|--|--|--|--|
| RF.5.2                                      | Not applicable to grade                           | Not applicable to grade 5. |  |  |  |  |
| To address this star                        | To address this standard, students <i>could</i> : |                            |  |  |  |  |
|   |   |                            |  |  |  |  |
|   |   |                            |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |   |                            |  |  |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

Reading: Foundational

|   | Reading  | : Foundational   |  |
|---|--|--|--|
|   | Phonics and  | Word Recognition   |  |
| RF.5.3                                      | words. Use combined kn syllabication patterns, an  | evel phonics and word analystowledge of all letter-sound of all morphology (e.g., roots are rords accurately in context at | correspondences,<br>and affixes) to read |
| Use a range of str                          | ndard, students could:<br>rategies to decode multisyl<br>texts by conversing with pe     | llabic words in unfamiliar, en<br>eers and adults.   | gaging texts, and check                  |
|   | <u>RF.4.3</u>  | RF.5.3   | RF.6.3                                   |
| Progression of<br>Standard Across<br>Grades | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words. | Know and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words.                                   | Not applicable                           |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

**Reading: Foundational** 

# Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### To address this standard, students could:

 Practice and perform a poem for peers or adults, and engage in a self-evaluation of their performance.

|   | <u>RF.4.4</u>   | RF.5.4  | RF.6.4         |
|---|---|---|----------------|
| Progression of<br>Standard Across<br>Grades | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. | Not applicable |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

**Grade 5**Reading: Literature

#### **RL.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### To address this standard, students could:

- Identify the location of the answer in the text (e.g., "according to the text", "the author states").
- Explain what it means to make an inference.
- Use background knowledge and the text to make an inference.

#### Kansas High School Graduates Can:

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Progression of Standard Across Grades

| <u>RL.4.1</u>  | RL.5.1  | <u>RL.6.1</u>   |
|--|---|---|
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text. |

## Grade 5 Reading: Literature

|  | Readin   | g: Literature                          |                           |  |
|--|--|--|---------------------------|--|
| 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 he the speaker in a poem reflects upon a topic; summarize the text. |  |                           |  |
| To address this stand  | ard, students <i>could</i> :   |  |                           |  |
| <ul> <li>Identify and explain action, resolution.</li> </ul> | rmine the theme of a tex<br>details related to: charac<br>pint of view in a poem.  | t.<br>cters, setting, conflict, rising | ງ action, climax, falling |  |
| Kansas High School<br>Graduates Can:                         | · · · · · · · · · · · · · · · · · · ·  |  |                           |  |
|  |  |  |                           |  |
|  | <u>RL.4.2</u>  | RL.5.2                                 | <u>RL.6.2</u>             |  |

| Progression of Standard Across |
|--------------------------------|
| Grades                         |

Determine the theme of a story, drama, or poem from details in the text; summarize the text.

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. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

# Grade 5 Reading: Literature

| Reading: Literature  |  |                      |                           |  |
|--|--|----------------------|---------------------------|--|
| RL.5.3   | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |                      |                           |  |
| To address this standard, students <i>could</i> :  |  |                      |                           |  |
| <ul> <li>Explain how characters respond to major events, challenges, and other characters using specific details in the text.</li> <li>Explain how characters' actions contribute to the sequence of events; refer to specific details in the text.</li> </ul> |  |                      |                           |  |
| Kansas High School<br>Graduates Can:   | Analyze elements of plot as they relate to the meaning of a text.  |                      |                           |  |
|  |  |                      |                           |  |
|  | <u>RL.4.3</u>  | RL.5.3               | <u>RL.6.3</u>             |  |
|  | Describe in depth a  | Compare and contrast | Describe how a particular |  |

#### Progression of Standard Across Grades

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

# **Grade 5**Reading: Literature

#### **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. To address this standard, students could: Describe how word choice affects the meaning of a text. Explain how figurative language contributes to the meaning of a text. Recognize the ways in which the author's word choice and use of figurative **Kansas High School** language deliberately influences meaning, tone, or mood within the context **Graduates Can:** of the text. **RL.5.4** RL.4.4 RL.6.4 Determine the meaning Determine the meaning Determine the meaning of words and phrases of words and phrases of words and phrases as they are used in a as they are used in a as they are used in a **Progression of** text, including text, including figurative text, including figurative **Standard Across** those that allude to language such as and connotative **Grades** metaphors and similes. significant characters meanings; analyze the found in mythology impact of a specific

word choice on meaning and tone.

(e.g., Herculean).

K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Reading: Literature

#### 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.

#### To address this standard, students could:

- Define structural elements of stories, dramas, and poems.
- Explain how structural elements within stories, dramas, or poems are connected and how that relationship contributes to meaning.
- Use domain-specific vocabulary (chapter, scene, stanza), appropriate to the purpose, when writing or speaking.

### Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

#### Progression of Standard Across Grades

Explain major
differences between
poems, drama, and
prose, and refer to the
structural elements of
poems (e.g., verse,
rhythm, meter) and
drama (e.g., casts of
characters, settings,
descriptions, dialogue,
stage directions) when
writing or speaking
about a text.

RL.4.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.5** 

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.5

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Reading: Literature

| RL.5.6   | Describe how a narrator's or speaker's point of view influences how events are described.   |   |  |  |  |
|--|---|---|--|--|--|
| To address this stand  | To address this standard, students <i>could</i> :   |   |  |  |  |
| <ul> <li>Understand what impacts the creation of a point of view.</li> <li>Identify who is telling the story, the narrator or character and explain how this was determined.</li> <li>Understand how a speaker's viewpoint influences the telling of a story.</li> </ul> |   |   |  |  |  |
| Kansas High School<br>Graduates Can:   | Recognize that different perspectives can be presented in different ways for different purposes.  |   |  |  |  |
|  |   |   |  |  |  |
|  | <u>RL.4.6</u>   | RL.5.6  | <u>RL.6.6</u>  |  |  |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including<br>the difference between<br>first- and third-person | Describe how a narrator's or speaker's point of view influences how events are described. | Explain how an author develops the point of view of the narrator or speaker in a text. |  |  |

narrations.

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Reading: Literature

# Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### To address this standard, students could:

- Define and describe how aspects of visuals and multimedia elements contribute to text and to nonprint versions of text
- Explain how specific aspects of visuals and multimedia elements contribute to meaning and what is conveyed through words.

### Kansas High School Graduates Can:

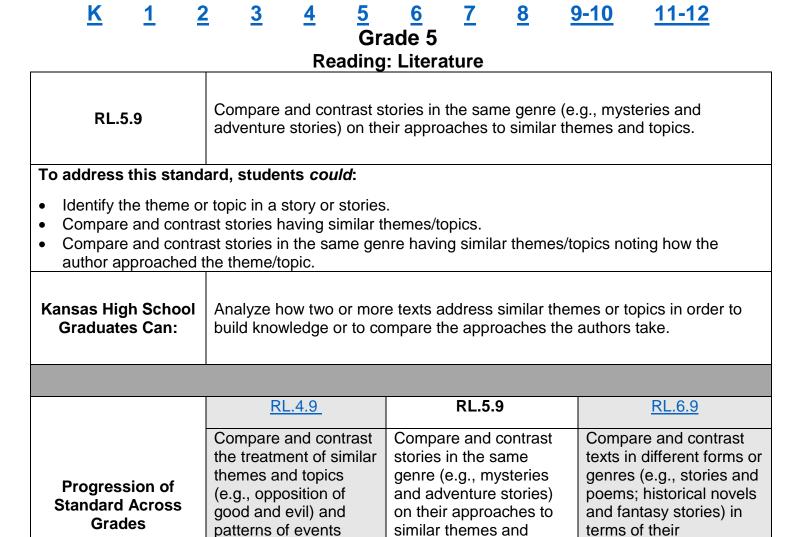
Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

|   | <u>RL.4.7</u>  | RL.5.7   | <u>RL.6.7</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

Reading: Literature

| RL.5.8  | (Not applicable for literature)  |  |  |
|---|--|--|--|
| To address this standard, students <i>could</i> : |  |  |  |
| Kansas High School<br>Graduates Can:              | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |
| Progression of<br>Standard Across<br>Grades       |  |  |  |



topics.

approaches to similar

themes and topics.

(e.g., the quest) in

stories, myths, and

traditional literature from different cultures.

| Reading: Literature   |   |   |  |  |
|---|---|---|--|--|
| 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.  |   |  |  |
| To address this stand   | To address this standard, students <i>could</i> :   |   |  |  |
| Create a chart to compare words used in dialect with words used in standard formal English. |   |   |  |  |
| Kansas High School<br>Graduates Can:  | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |   |  |  |
|   |   |   |  |  |
|   | RL.4.10   | RL.5.10   | <u>RL.6.10</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (Click link above for details.) | 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. (See details above.) | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. |  |

|   | <u>K</u>   | <u>1</u> | 2    | <u>3</u>               | <u>4</u> | <u>5</u> | <u>6</u>   | <u>7</u>  | <u>8</u>             | <u>9-10</u>   | <u>11-12</u>                         |  |
|---|--|----------|------|------------------------|----------|----------|------------|-----------|----------------------|---------------|--------------------------------------|--|
|   |  |          |      |                        |          | _        | ade 5      |           |                      |               |                                      |  |
| Reading: Literature  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 strateg             |          | xt as a  | clue to th | e mear    | ning of a v          | word or p     | hrase                                |  |
|   | <ul> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as</li> </ul>  |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   | clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the  |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   | pronunciation and determine or clarify the precise meaning of key words  |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   | and phrases.  To address this standard, students <i>could</i> :  |          |      |                        |          |          |            |           |                      |               |                                      |  |
| lo add  | ress   | this st  | anda | rd, stude              | nts cou  | ild:     |            |           |                      |               |                                      |  |
|   | To the training and the same an |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   | <ul> <li>with, and use a range of strategies to figure out the meanings of these words.</li> <li>Participate in a word learning activity in which they locate a difficult word from their reading, look it</li> </ul>  |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   |  |          |      | using it ir            |          |          |            |           |                      |               | 3,                                   |  |
| Kansa   | s Hig  | gh Scho  | ool  |                        |          |          |            |           |                      |               | xts by consistently                  |  |
|   |  | es Can:  |      | determini              |          | -        |            |           |                      | Dioying St    | rategies for                         |  |
|   |  |          |      |                        |          |          |            |           |                      |               |                                      |  |
|   |  |          |      | <u>R</u>               | L.4.11   |          |            | RL.5.1    | 1                    |               | RL.6.11                              |  |
|   |  |          |      | Determine              |          | •        |            |           | larify the           |               | mine or clarify the                  |  |
|   |  |          |      | meaning and multip     |          |          |            | _         | known ar<br>ng words |               | ning of unknown nultiple-meaning     |  |
| 1   | _  | sion of  |      | words and              |          | _        |            |           | ased on              |               | s and phrases                        |  |
|   | dard<br>Grad   | Across   | 5    | based on               |          |          |            | 5 readin  | _                    |               | based on Grade 6                     |  |
|   | O. a.  | 400      |      | reading a choosing     |          |          | from a     |           | ing flexib<br>f      | •             | ng and content, sing flexibly from a |  |
|   |  |          |      | range of s             | -        |          | strategi   | _         |                      |               | e of strategies.                     |  |
|   |  |          |      | (Click link details.)  | above    | or       | (See de    | etails ab | oove.)               | (Click detail | k link above for                     |  |
|   |  |          |      | u <del>c</del> talis.) |          |          |            |           |                      | uetali        | S.)                                  |  |

|      | <u>K</u>  | <u>1</u>      | <u>2</u> | <u>3</u>  | <u>4</u>  | <u>5</u>      | 6<br>ade 5 | <u>7</u>                                   | <u>8</u>        | <u>9-10</u>                          | <u>11-12</u>   |
|------|---|---------------|----------|---|---|---------------|------------|--|-----------------|--------------------------------------|--|
|      |   |               |          |   | Rea   | _             | g: Litera  | iture                                      |                 |                                      |  |
|      | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words. |               |          |   |   |               |            |  |                 |                                      |  |
| • Ex | <ul> <li>To address this standard, students could:</li> <li>Explain to a peer the meaning of a difficult or previously-unknown word using synonyms and antonyms to help build the peer's understanding of the word.</li> </ul>  |               |          |   |   |               |            |  |                 |                                      |  |
|      | _   | h Schoes Can: | ol       | Understar   | nd word   | meani         | ings, and  | nuanc                                      | es in wo        | rd meaniı                            | ngs when reading.  |
|      |   |               | ·        |   |   |               |            |  |                 |                                      |  |
|      |   |               |          | RI  | L.4.12  |               |            | RL.5.1                                     | 12              |                                      | RL.6.12  |
|      | Progression of<br>Standard Across<br>Grades   |               |          | Demonstrunderstan figurative word relat nuances in meanings above for | iding of<br>languag<br>ionships<br>n word<br>. (Click l | s, and<br>ink | relation   | anding<br>ve langu<br>ships, a<br>s in woi | uage, wo<br>and | unde<br>figur<br>word<br>nuar<br>mea | erstanding of ative language, I relationships, and nices in word nings. (Click link or for details.) |

| <u>K</u>   | 1                            | <u>2</u> <u>3</u>    | _   | Gra     | 6<br>ade 5<br>Litera  |          | 8        | <u>9-10</u> | <u>11-12</u>  |  |
|--|------------------------------|----------------------|---|---------|---|----------|----------|-------------|---|--|
| RL.5.13  Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5. |                              |                      |   |         |   |          |          |             |   |  |
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level.              |                              |                      |   |         |   |          |          |             |   |  |
|  | igh Schoo<br>tes Can:        | I<br>Interpret       | meaning f   | rom a   | variety o   | of texts | on their | own.        |   |  |
|  |                              |                      |   |         |   |          |          |             |   |  |
|  |                              |                      | RL.4.13   |         |   | RL.5.1   | 3        |             | RL.6.13   |  |
| Standar  | ssion of<br>d Across<br>ides | high qua<br>prose ar | d comprehality dramas<br>nd poetry o<br>ate quantit<br>litative | s,<br>f | high quality dramas,<br>prose and poetry of<br>appropriate quantitative |          |          |             | d and comprehend<br>quality dramas,<br>e and poetry of<br>opriate quantitative<br>qualitative |  |

complexity for Grade 4. complexity for Grade 5. complexity for Grade 6.

| <u>K</u>  | 1   | <u>2</u>                     | <u>3</u>   |         | Gr | 6<br>ade 5                     |  |    | <u>9-10</u>                              | <u>11-12</u>   |   |
|---|---|------------------------------|--|---------|----|--------------------------------|--|----|--|--|---|
| Reading: Informational  |   |                              |  |         |    |                                |  |    |  |  |   |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |   |                              |  |         |    |                                |  |    |  |  |   |
| To address  | To address this standard, students <i>could</i> :   |                              |  |         |    |                                |  |    |  |  |   |
| the text t stated").  • Use bac   | the text that was used when offering an explanation (e.g., "according to the text", "the author |                              |  |         |    |                                |  |    |  |  |   |
| Kansas Hig<br>Graduate  |   | te                           |  | •       | •  | •                              |  | _  |  | cite specific<br>usions drawn froi   | m |
|   |   |                              |  |         |    |                                |  |    |  |  |   |
|   |   |                              | <u>R</u>   | RI.4.1_ |    |                                | RI.5.                                    | .1 |  | RI.6.1   |   |
| Progress<br>Standard<br>Grad  | Across  | ex<br>wh<br>the<br>ar<br>inf | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |         |    | text wh<br>what th<br>explicit | nen exp<br>ne text<br>dy and<br>g infere | •  | suppo<br>what the explicition of as info | Cite textual evidence to<br>support analysis of<br>what the text says<br>explicitly as well<br>as inferences drawn<br>from the text. |   |

Grade 5 **Reading: Informational** Determine two or more main ideas of a text and explain how they are **RI.5.2** supported by key details; summarize the text. To address this standard, students could: Define the concept of main idea and explain how key details develop main ideas. Identify explicitly stated and/or inferred main ideas of a text. Summarize a text using key details that support the main idea(s). Determine central ideas or themes of a text and analyze their development; Kansas High School **Graduates Can:** summarize the key supporting details and ideas. RI.4.2 **RI.5.2** RI.6.2 Determine the main Determine a central Determine two or more idea of a text and main ideas of a text and idea of a text and how it **Progression of** explain how it is explain how they are is conveyed through **Standard Across** particular details; supported by key supported by Grades details; summarize the key details; summarize provide a summary of

the text.

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9-10

11-12

the text distinct from

personal opinions or

judgments.

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2

text.

<u>3</u>

K 1 2 3 4 5 6 7 8 9-10 11-12

Grade 5

Reading: Informational

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on

## specific information in the text. To address this standard, students could:

- Understand the differences and structures associated with historical, scientific, and technical texts.
- Identify key ideas and details that explain connections found in the text.
- Describe and explain the connection between two or more individuals in text.
- Describe and explain the connection between a series of events, ideas or concepts in a text.
- Identify and use time, sequence, and cause/effect cue words when explaining connected relationships.

### Kansas High School Graduates Can:

Extract meaning and purpose from informational text by analyzing its structure and organization.

|   | <u>RI.4.3</u>  | RI.5.3  | <u>RI.6.3</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

Grade 5 **Reading: Informational** Determine the meaning of general academic and domain-specific words and **RI.5.4** phrases in a text relevant to a grade 5 topic or subject area. To address this standard, students *could*: Define academic words and phrases (e.g., consequently, as a result of). Use context clues, text features, reference materials, and technology to determine meaning of words and phrases. Recognize the ways in which the author's word choice and use of figurative **Kansas High School** language deliberately influences meaning, tone, or mood within the context of **Graduates Can:** the text. **RI.4.4 RI.5.4** RI.6.4 Determine the meaning Determine the meaning Determine the meaning of general academic of general academic of words and phrases **Progression of** and domain-specific and domain-specific as they are used in a **Standard Across** words or phrases in words and phrases in text, including figurative,

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a text relevant to a

grade 5 topic or subject

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9-10

11-12

connotative, and

technical meanings.

K

Grades

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<u>3</u>

a text relevant to a

area.

grade 4 topic or subject

Grade 5 **Reading: Informational** Compare and contrast the overall structure (e.g., chronology, comparison, **RI.5.5** cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts. To address this standard, students *could*: Compare and contrast structures across multiple informational texts. Use an understanding of text structures to build meaning from information related to events, ideas, and concepts. Understand how an author uses text features and other elements to organize **Kansas High School** text (e.g., How do chapters work together to build a book?) and affect **Graduates Can:** meaning. RI.4.5 **RI.5.5** RI.6.5 Describe the overall Compare and contrast Analyze how a the overall structure particular sentence, structure (e.g., (e.g., chronology, paragraph, chapter, or **Progression of** chronology, **Standard Across** comparison, comparison, section fits into the cause/effect, problem/ cause/effect, problem/ overall structure of a **Grades** solution) of events, solution) of events, text and contributes to

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ideas, concepts, or

more texts.

information in two or

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9-10

11-12

the development of the

ideas.

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ideas, concepts, or

part of a text.

information in a text or

K 1 2 <u>3</u> 9-10 <u>7</u> 8 11-12 Grade 5 **Reading: Informational** Analyze multiple accounts of the same event or topic, noting important **RI.5.6** similarities and differences in the point of view they represent. To address this standard, students *could*: Explain why an author wrote a text. Understand what impacts the creation of a point of view. Compare and contrast the same event or topic told from different perspectives. Recognize that different perspectives can be presented in different ways for Kansas High School **Graduates Can:** different purposes. **RI.4.6 RI.5.6 RI.6.6** 

### Progression of Standard Across Grades

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Analyze multi accounts of the event or topic important sin and difference point of view represent.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

K 1 2 <u>3</u> 9-10 11-12 <u>7</u> 8 Grade 5 **Reading: Informational** Draw on information from multiple print or digital sources, demonstrating the **RI.5.7** ability to locate an answer to a question quickly or to solve a problem efficiently. To address this standard, students could: Use text features thoughtfully to locate information or to solve a problem. Recognize the sources which contain information related to proposed questions/problems. Utilize/integrate information across multiple sources and multiple formats to answer questions or to solve a problem.

Kansas High School Graduates Can:

Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

|   | <u>RI.4.7</u>  | RI.5.7   | <u>RI.6.7</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 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. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |

Grade 5 **Reading: Informational** Explain how an author uses reasons and evidence to support particular **RI.5.8** points in a text, identifying which reasons and evidence support which point(s). To address this standard, students could: Identify reasons and evidence an author uses to strengthen an argument or idea in a text. Follow/Explain how an author's reasoning and evidence (justifications) support points. Match justifications to the point(s) they support. Follow the logic of an argument based on the validity of the claim and Kansas High School **Graduates Can:** evidence presented. **RI.4.8 RI.5.8 RI.6.8** Explain how an author Explain how an author Trace and evaluate the uses reasons and uses reasons and argument and specific **Progression of** evidence to support evidence to support claims in a text, **Standard Across** particular points in a particular points in a distinguishing claims Grades text, identifying which that are supported by text. reasons and evidence reasons and evidence

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support which point(s).

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9-10

11-12

from claims that are

not.

K

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<u>3</u>

Grade 5 **Reading: Informational** Integrate information from several texts on the same topic in order to write or **RI.5.9** speak about the subject knowledgeably. To address this standard, students could: Identify/recognize topical information across texts. Use language effectively to integrate topical information across texts. Compare and contrast texts in order to combine information. Combine information from several texts, in a coherent manner, when writing or speaking about a topic. Kansas High School Analyze how two or more texts address similar themes or topics in order to **Graduates Can:** build knowledge or to compare the approaches the authors take. RI.4.9 **RI.5.9** RI.6.9 Integrate information Integrate information Compare and contrast from two texts on the from several texts on one author's same topic in order to the same topic in order presentation of events **Progression of** write or speak about to write or speak about **Standard Across** with that of another

the subject

knowledgeably.

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9-10

11-12

(e.g., a memoir written

by and a biography on the same person).

K

**Grades** 

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<u>3</u>

the subject

knowledgeably.

| <u>K</u>   | 1   | <u>2</u>                             | <u>3</u>                        | _      | Gra              | 6<br>ade 5   |           |   | <u>9-1</u>               | <u>0</u> <u>11-12</u>  |  |  |
|--|---|--------------------------------------|---------------------------------|--------|------------------|--|-----------|---|--------------------------|--|--|--|
| Reading: Informational   |   |                                      |                                 |        |                  |  |           |   |                          |  |  |  |
| 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. |   |                                      |                                 |        |                  |  |           |   |                          |  |  |  |
| To address   | To address this standard, students <i>could</i> : |                                      |                                 |        |                  |  |           |   |                          |  |  |  |
|  |   |                                      |                                 |        |                  |  |           |   |                          |  |  |  |
| Kansas Hig<br>Graduate   |   |                                      |                                 |        |                  |  |           |   |                          | a variety of contexts<br>I settings).  |  |  |
|  |   |                                      |                                 |        |                  |  |           |   |                          |  |  |  |
|  |   |                                      | RI.                             | .4.10  |                  |  | RI.5.1    | 10  |                          | <u>RI.6.10</u>   |  |  |
| Progres<br>Standard<br>Grad  | Across  | lang<br>conv<br>read<br>betw<br>call | veen co<br>for form<br>situatio | nd its | hat<br>ish<br>re | langua<br>conver<br>reading<br>contras<br>English<br>registe | st the va | its<br>hen<br>npare an<br>arieties d<br>dialects,<br>d in | lar<br>co<br>nd to<br>co | se knowledge of<br>nguage and its<br>nventions when reading<br>improve<br>mprehension of<br>formational texts. |  |  |

appropriate.

| <u>K</u> <u>1</u>  | <u>2</u> <u>3</u>  | <u>4</u> <u>5</u>                                  | <u>6</u>  | <u>7</u>  | <u>8</u>  | <u>9-10</u>  | <u>11-12</u>   |  |  |  |  |  |  |
|--|--|--|---|---|---|--|--|--|--|--|--|--|--|
|  |  | _  | ade 5   |   |   |  |  |  |  |  |  |  |  |
| Reading: Informational   |  |  |   |   |   |  |  |  |  |  |  |  |  |
|  | 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. |  |   |   |   |  |  |  |  |  |  |  |  |
| a. Use context as a clue to the meaning of a word or phrase.   |  |  |   |   |   |  |  |  |  |  |  |  |  |
| a. Use context as a clue to the meaning of a word of phrase.  B. Use common, grade-appropriate Greek and Latin affixes and r |  |  |   |   |   |  |  |  |  |  |  |  |  |
| clues to the meaning of a word.  |  |  |   |   |   |  |  |  |  |  |  |  |  |
|  |  | nsult reference                                    |   |   |   |  |  |  |  |  |  |  |  |
|  | •  | nunciation and                                     |   | ne or cla   | rify the p  | orecise me   | aning of key   |  |  |  |  |  |  |
| words and phrases.  To address this standard, students <i>could</i> :  |  |  |   |   |   |  |  |  |  |  |  |  |  |
|  | •  |  |   | **1   |   |  | 9-1  |  |  |  |  |  |  |
| Participate as the value find the meanings   | •  | •  | _   | •   | ers, and  | d use a dig  | ital resource to   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | building k   | nd vocabulary<br>nowledge of nang<br>ng meanings o | ew words  | , as wel  | l as emp  |  | ts by consistently<br>ategies for  |  |  |  |  |  |  |
|  |  |  |   |   |   |  |  |  |  |  |  |  |  |
|  | <u>R</u>   | <u>I.4.11</u>                                      |   | RI.5.1  | 1   |  | RI.6.11  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | meaning of and multip words and based on reading at choosing range of s  | <i>Grade 4</i><br>nd content,<br>flexibly from a   | meanir<br>and mu<br>words a<br>based<br>reading<br>choosii<br>range o | nine or cong of unliple-mand phragon Gradon | known<br>eaning<br>ases<br>e 5<br>ntent,<br>ly from a | meani<br>and m<br>words<br>based<br>readin<br>choos<br>range | mine or clarify the ing of unknown pultiple-meaning and phrases on Grade 6 ag and content, ing flexibly from a of strategies. link above for s.) |  |  |  |  |  |  |

| <u>K</u>  | <u>1</u>               | <u>2</u> <u>3</u>               | <u>4</u>   | <u>5</u><br>Gra | 6<br>ade 5                    | <u>7</u>   | <u>8</u>           | <u>9-10</u>                                | <u>11-12</u>  |  |  |  |
|---|------------------------|---------------------------------|--|-----------------|-------------------------------|--|--------------------|--|---|--|--|--|
|   | Reading: Informational |                                 |  |                 |                               |  |                    |  |   |  |  |  |
| RI.5.12  Demonstrate understanding of figurative language, word relationships, nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, proverbs.  c. Use the relationships between particular words (e.g., synonyms) better understand each of the words. |                        |                                 |  |                 |                               |  |                    |  |   |  |  |  |
| To address  | this stan              | dard, stud                      | ents <i>cou</i>  | ıld:            |                               |  |                    |  |   |  |  |  |
| Make an documer   |                        | guess abo                       | ut the me  | eaning o        | of an ada                     | age or p   | oroverb f          | ound in a p                                | orimary source  |  |  |  |
| Kansas Hig<br>Graduate  |                        | Understa                        | Understand word meanings, and nuances in word meanings when reading. |                 |                               |  |                    |  |   |  |  |  |
|   |                        |                                 |  |                 |                               |  |                    |  |   |  |  |  |
|   |                        |                                 | RI.4.12  |                 |                               | RI.5.1   | 12                 |  | RI.6.12   |  |  |  |
| Progress<br>Standard<br>Grad  | Across                 | word rela<br>nuances<br>meaning | Inding of<br>Elanguag<br>ationships                                  | s, and<br>ink   | figurati<br>word re<br>nuance | standing<br>ive lang<br>elations<br>es in wo<br>ngs. (Se | uage,<br>hips, and | under<br>figura<br>d word<br>nuand<br>mean | onstrate retanding of tive language, relationships, and ces in word ings. (Click link e for details.) |  |  |  |

| <u>K</u>           | 1  | <u>2</u>                         | <u>3</u>      |                      | <u>6</u><br>rade 5<br>Informa | _  | _                  | <u>9-10</u>                  | <u>11-12</u>   |  |  |
|--------------------|--|----------------------------------|---------------|----------------------|-------------------------------|--|--------------------|------------------------------|--|--|--|
| RI.                | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.                |                                  |               |                      |                               |  |                    |                              |  |  |  |
|                    | To address this standard, students <i>could</i> :  • Select and read increasingly complex informational texts at or above grade level. |                                  |               |                      |                               |  |                    |                              |  |  |  |
| Kansas H<br>Gradua | igh Schoo<br>tes Can:  | ol In                            | terpret mea   | aning from a         | a variety                     | of inforn  | national           | texts.                       |  |  |  |
|                    |  |                                  |               |                      |                               |  |                    |                              |  |  |  |
|                    |  |                                  | <u>RI.4</u>   | .13                  |                               | RI.5.1   | 3                  |                              | RI.6.13  |  |  |
| Standar            | ssion of<br>d Across<br>ides   | hi<br>in<br>a <sub>l</sub><br>aı | nd qualitativ | text of quantitative | high quinforma<br>approp      | and comuality ational to riate qualitative exity for | ext of lantitative | high<br>informappro<br>and o | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 6. |  |  |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 6

RI.6.13

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| W  | rit | in | ~ |
|----|-----|----|---|
| AA | 116 |    | У |

Range of Reading and Level of Text

| Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                         | W.6.1<br>W.6.4<br>W.6.7<br>W.6.10<br>W.6.12      | W.6.2<br>W.6.5<br>W.6.8<br>W.6.11     | W.6.3<br>W.6.6<br>W.6.9               |
|---|--|---------------------------------------|---------------------------------------|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening                                       | SL.6.1<br>SL.6.4<br>SL.6.7                       | SL.6.2<br>SL.6.5<br>SL.6.8            | <u>SL.6.3</u><br><u>SL.6.6</u>        |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text | RL.6.1<br>RL.6.4<br>RL.6.7<br>RL.6.10<br>RL.6.13 | RL.6.2<br>RL.6.5<br>RL.6.8<br>RL.6.11 | RL.6.3<br>RL.6.6<br>RL.6.9<br>RL.6.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational                              | RI.6.1<br>RI.6.4<br>RI.6.7<br>RI.6.10            | RI.6.2<br>RI.6.5<br>RI.6.8<br>RI.6.11 | RI.6.3<br>RI.6.6<br>RI.6.9<br>RI.6.12 |

#### **Text Types and Purposes**

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events.

#### **Production and Distribution of Writing**

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6 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 three pages in a single sitting.

#### Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Language in Writing

- W.6.10 Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.
  - b. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - c. Use intensive pronouns (e.g., myself, ourselves).
  - d. Recognize and correct inappropriate shifts in pronoun number and person.
  - e. Recognize and correct vague pronouns.
  - f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in
  - g. conventional language.
  - h. Maintain consistency in style and tone.
- W.6.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - b. Spell correctly.

### Range of Writing

W.6.12 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.

| <u>K</u> | 1        | <u>2</u> | <u>3</u> | <u>4</u> |         | 6<br>ade 6 | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |
|----------|----------|----------|----------|----------|---------|------------|----------|----------|-------------|---------------|
|          |          |          |          | Spea     | aking a | and Lis    | tenin    | g        |             |               |
| rehen    | sion and | d Collab | oration  |          |         |            |          |          |             |               |
| 1        |          | •        | •        | •        |         |            |          | `        |             | oups, and tea |

| Comprehen | sion and Col   | laboration  |  |  |  |
|-----------|--|---|--|--|--|
| SL.6.1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-<br>led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and<br>expressing their own clearly. |   |  |  |  |
|           | SL.6.1a  | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |  |  |  |
|           | SL.6.1b  | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  |  |  |  |
|           | SL.6.1c  | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  |  |  |  |
|           | SL.6.1d  | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  |  |  |  |
| SL.6.2    | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.   |   |  |  |  |
| SL.6.3    |  | speaker's argument and specific claims, distinguishing claims that are supported by   |  |  |  |

### Presentation of Knowledge and Ideas

| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, |
|--------|--|
|        | and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,    |
|        | and clear pronunciation.   |
| SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in      |
|        | presentations to clarify information.  |

reasons and evidence from claims that are not.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language in Speaking and Listening

| SL.6.7 | Demonstrat    | te command of the conventions of standard English grammar and usage when  |
|--------|---------------|---|
|        | speaking.     |   |
|        | SL.6.7.a      | Vary sentence patterns for meaning, reader/listener interest, and style.  |
|        | SL.6.7.b      | Use intensive pronouns (e.g., myself, ourselves).   |
|        | SL.6.7.c      | Recognize and correct inappropriate shifts in pronoun number and person.  |
|        | SL.6.7.d      | Recognize and correct vague pronouns.   |
|        | SL.6.7.e      | Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. |
|        | SL.6.7.f      | Maintain consistency in style and tone.   |
| CI CO  | A cautira and | duce acquiretely grade appropriate general goodomic and domain specific words and   |

SL.6.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| <u>K</u>                        | 1 2  | <u>2</u> <u>3</u> | 4                              | <u>5</u> | <u>6</u>   | <u>7</u>   | <u>8</u>          | <u>9-10</u>                    | <u>11-12</u>                 |
|---------------------------------|--|-------------------|--------------------------------|----------|------------|------------|-------------------|--------------------------------|------------------------------|
|                                 |  |                   |                                | Gr       | ade 6      |            |                   |                                |                              |
|                                 |  |                   | Re                             | ading    | ı: Litera  | ature      |                   |                                |                              |
|                                 |  |                   |                                |          | •          |            |                   |                                |                              |
|                                 | and Details  |                   |                                |          |            |            |                   |                                |                              |
| RL.6.1                          | Cite textua<br>drawn fror  |                   |                                | t analys | sis of wha | t the tex  | t says ex         | cplicitly as we                | ell as inferences            |
| RL.6.2                          | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |                   |                                |          |            |            |                   |                                |                              |
| RL.6.3                          |  |                   |                                |          |            |            | es as well as how |                                |                              |
| Craft and S                     | Structure  |                   |                                |          |            |            |                   |                                |                              |
| RL.6.4                          |  | the mea           | ning of word                   | ds and p | ohrases a  | s they a   | re used i         | n a text, inclu                | uding figurative and         |
| DI C.E                          |  |                   |                                |          |            |            |                   |                                | ing and tone.                |
| RL.6.5                          |  |                   | icular sente<br>is to the deve |          |            |            |                   |                                | rall structure of a          |
| RL.6.6                          |  |                   |                                |          |            |            |                   | or speaker ir                  | າ a text.                    |
| Integration                     | of Knowledg  | ne and Ide        | 226                            |          |            |            |                   |                                |                              |
| RL.6.7                          | _  |                   |                                | erience  | of reading | a storv    | . drama.          | or poem to I                   | istening to or               |
|                                 | viewing ar   | n audio, vi       | ideo, or live                  | version  | of the te  | xt, includ | ding cont         |                                | they "see" and               |
| RL.6.8                          | Not releva   | int to litera     | ature                          |          | • .        |            | •                 |                                |                              |
| RL.6.9                          |  |                   |                                |          |            |            |                   | ories and poe<br>or themes and | ems; historical<br>d topics. |
| Language in Reading: Literature |  |                   |                                |          |            |            |                   |                                |                              |
| RL.6.10                         |  |                   |                                | d its co | nventions  | when re    | eading to         | improve cor                    | mprehension.                 |
| RL.6.11                         |  |                   |                                |          |            |            |                   |                                | d phrases based              |
|                                 |  |                   |                                |          |            |            |                   | of strategies.                 |                              |
|                                 | RL.6.11.a  |                   | context as                     |          |            |            |                   |                                | oto oo oluga ta tha          |
|                                 | RL.6.11.b  |                   | ning of a wo                   |          | ргорпасе   | Greek o    | n Laun a          | mxes and ro                    | ots as clues to the          |
|                                 | RL.6.11.c  | Cons              | sult reference                 | ce mate  |            |            |                   | to find the p                  | ronunciation of a peech.     |
|                                 | RL.6.11.d  | Verif             |                                | inary de | eterminati | on of the  | e meanir          | ng of a word                   | or phrase (e.g., by          |
| RL.6.12                         | Demonstra  |                   |                                |          |            |            |                   |                                | uances in word               |
|                                 | meanings.  |                   |                                |          | _          |            |                   |                                |                              |

### Range of Reading and Level of Text

RL.6.12.a

RL.6.12.b

RL.6.12.c

RL.6.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.

item/category) to better understand each of the words.

Use the relationship between particular words (e.g., cause/effect, part/whole,

Distinguish among the connotations (associations) of words with similar

Interpret figures of speech in context.

denotations (definitions).

| <u>K</u>                       | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
| Grade 6 Reading: Informational |          |          |          |          |          |          |          |          |             |              |

| Kov | ldeas | and | Dotai | ile |
|-----|-------|-----|-------|-----|

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **Craft and Structure**

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### Language in Reading: Informational

- RI.6.10 Use knowledge of language and its conventions when reading to improve comprehension.
- RI.6.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
  - RI.6.11.a Use context as a clue to the meaning of a word or phrase.
  - RI.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - RI.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RI.6.11.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
- RI.6.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RI.6.12.a Interpret figures of speech in context.
  - RI.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - RI.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

#### Range of Reading and Level of Text

RI.6.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

# **Grade 6**Writing

| <ul> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul> |               | Write arguments to support claims with clear reasons and relevant evidence.   |
|---|---------------|---|
|   | <b>W</b> .6.1 | <ul> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the</li> </ul> |

### To address this standard, students could:

- Choose a side of an argument and identify relevant evidence to support their claims.
- Identify a credible source and use relevant textual evidence to support their claims.
- Maintain a formal style of writing, including a conclusion statement that supports their claims.

| <b>Kansas High</b> | School |
|--------------------|--------|
| Graduates          | Can:   |

Use valid reasoning and relevant and sufficient evidence to support a written argument.

|   | <u>W.5.1</u>  | W.6.1  | <u>W.7.1</u>  |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Click link above for details.) | Write arguments to support claims with clear reasons and relevant evidence. (See details above.) | Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.) |

| Writing  |   |   |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
|  | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |   |   |  |  |  |  |
| W.6.2  | <ul> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> |   |   |  |  |  |  |
| To address this stand  | To address this standard, students <i>could</i> :   |   |   |  |  |  |  |
| <ul> <li>Introduce and develop a topic using common organizational structures.</li> <li>Analyze and organize information to support examination of a topic.</li> </ul> |   |   |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.  |   |   |  |  |  |  |
|  |   |   |   |  |  |  |  |
|  | <u>W.5.2</u>  | W.6.2   | <u>W.7.2</u>  |  |  |  |  |
| Progression of   | Write informative/<br>explanatory texts to<br>examine a topic and   | Write informative/<br>explanatory texts to<br>examine a topic and | Write informative/<br>explanatory texts to<br>examine a topic and |  |  |  |  |

convey ideas,

concepts, and

content.

information through the

selection, organization,

and analysis of relevant

convey ideas,

concepts, and

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content.

information through

organization, and analysis of relevant

**Progression of** 

**Standard Across** 

Grades

convey ideas and

information clearly.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

# **Grade 6** Writing

| withing |   |  |  |  |  |  |
|---------|---|--|--|--|--|--|
|         | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  |  |  |  |  |  |
| W.6.3   | <ul> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> |  |  |  |  |  |

### To address this standard, students could:

- Use narrative techniques to develop the progression of events in a story.
- Organize a narrative using appropriate transitional language.
- Include a conclusion that provides a sense of closure for readers.

### Kansas High School Graduates Can:

Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

|   | <u>W.5.3</u>  | W.6.3  | <u>W.7.3</u>   |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

| W.6.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |  |
|--|--|--|--|--|
| To address this stand  | ard, students <i>could</i> :   |  |  |  |
| <ul> <li>Identify the writing style that best fits their task, purpose, and audience.</li> <li>Compose a clear, logical piece of writing to demonstrate understanding of a topic.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Create texts appropriate for specific purposes, audiences, and tasks.  |  |  |  |
|  |  |  |  |  |
|  | <u>W.5.4</u>   | W.6.4  | <u>W.7.4</u>   |  |
| Progression of<br>Standard Across<br>Grades  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.         | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |

| W.6.5                                       | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |   |  |
|---|---|---|--|
| To address this standar                     | rd, students <i>could</i> :   |   |  |
| Utilize the 6 Trait Writ                    | ing Process to compose and  | refine a piece of writing.  |  |
| Kansas High School<br>Graduates Can:        | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.                                     |   |  |
|   |   |   |  |
|   | <u>W.5.5</u>  | W.6.5   | <u>W.7.5</u>   |
| Progression of<br>Standard Across<br>Grades | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.      | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

Use technology, including the Internet, to produce and publish writing as well as to W.6.6 interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. To address this standard, students could: Independently determine the proper technology tool(s) to successfully produce and publish writing. Kansas High School Effectively use a variety of digital tools to produce original works both **Graduates Can:** independently and collaboratively. W.5.6 W.6.6 W.7.6 Use technology, including With some guidance and Use technology, including support from adults, use the Internet, to produce the Internet, to produce technology, including the and publish writing as well and publish writing and Internet, to produce and as to interact and link to and cite sources as **Progression of Standard Across** publish writing as well as collaborate with others: well as to interact and to interact and collaborate **Grades** demonstrate sufficient collaborate with others. with others: demonstrate command of keyboarding including linking to and sufficient command of skills to type a minimum of citing sources. three pages in a single keyboarding skills to type a minimum of two pages sitting. in a single sitting.

W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### To address this standard, students could:

- Conduct research from multiple sources.
- Participate in shared writing.
- Work collaboratively with peers.

### Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

|   | <u>W.5.7</u>   | W.6.7   | <u>W.7.7</u>  |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |





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### W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### To address this standard, students could:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Create a basic bibliography for works cited page to credit sources.

### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

### Progression of Standard Across Grades

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.8













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| witting  |   |   |   |  |
|--|---|---|---|--|
|  | Draw evidence from literary or informational texts to support analysis, reflection and research.  |   |   |  |
| W.6.9  | <ul> <li>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</li> </ul> |   |   |  |
| To address this standar                                      | rd, students <i>could</i> :   |   |   |  |
| Determine the best textual evidence to support an assertion. |   |   |   |  |
| Kansas High School<br>Graduates Can:                         | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.  |   |   |  |
|  |   |   |   |  |
|  | <u>W.5.9</u>  | W.6.9   | <u>W.7.9</u>  |  |
| Progression of<br>Standard Across<br>Grades                  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Draw evidence from literary or informational texts to support analysis, reflection, and research. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |

| g  |   |   |   |
|--|---|---|---|
| W.6.10   | Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.  a. Vary sentence patterns for meaning, reader/listener interest, and style.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive).  c. Use intensive pronouns (e.g., myself, ourselves).  d. Recognize and correct inappropriate shifts in pronoun number and person.  e. Recognize and correct vague pronouns.  f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.  g. Maintain consistency in style and tone. |   |   |
| To address this standar  | d. students <i>could</i> :  |   |   |
|  |   |   |   |
| <ul> <li>Identify and describe the tone in a piece of their own writing, and work to strengthen or change it to fit a<br/>specific purpose.</li> </ul> |   |   |   |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when writing.   |   |   |
|  |   |   |   |
|  | <u>W.5.10</u>   | W.6.10  | <u>W.7.10</u>   |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command of<br>and use knowledge of the<br>conventions of standard<br>English grammar and<br>usage when writing. (Click<br>link above for details.)  | Demonstrate command of<br>and use knowledge of the<br>conventions of standard<br>English grammar and<br>usage when writing. (See<br>details above.) | Demonstrate command of<br>the conventions of<br>standard English<br>grammar and usage when<br>writing. (Click link above<br>for details.) |

#### Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.6.11 a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. To address this standard, students could: Identify within their own writing an appropriate and effective use of the dash, and work to insert it in ways that will impact meaning. Kansas High School Accurately and effectively use the mechanics of standard English for the **Graduates Can:** purpose of productive communication. W.5.11 W.6.11 W.7.11 Demonstrate command Demonstrate command Demonstrate command of the conventions of of the conventions of of the conventions of Progression of standard English standard English standard English **Standard Across** capitalization, capitalization, capitalization, Grades punctuation, and punctuation, and punctuation, and spelling when writing. spelling when writing. spelling when writing. (Click link above for (Click link above for (See details above.) details.) details.)

#### Write routinely over extended time frames (time for research, reflection, and W.6.12 revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. To address this standard, students could: Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned. **Kansas High School** Write routinely over varied time frames for a range of tasks, purposes, and **Graduates Can:** audiences. W.5.12 W.6.12 W.7.12 Write routinely over Write routinely over Write routinely over extended time frames extended time frames extended time frames (time for research, (time for research, (time for research, **Progression of** reflection, and revision) reflection, and revision) reflection, and revision) Standard Across and shorter time frames and shorter time frames and shorter time frames Grades (a single sitting or a day (a single sitting or a day (a single sitting or a day or two) for a range of or two) for a range of or two) for a range of discipline-specific tasks, discipline-specific tasks, discipline-specific tasks, purposes, and purposes, and purposes, and audiences. audiences. audiences.

# Grade 6 Speaking and Listening

|  | <ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> |
|--|--|
|--|--|

### To address this standard, students could:

- Define the rules and roles necessary for academic discourse.
- Participate in an academic conversation by posing and responding to relevant questions.
- Prepare and review key ideas presented and build on the ideas of others.

### Kansas High School Graduates Can:

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.5.1</u>   | SL.6.1   | <u>SL.7.1</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

# **Grade 6 Speaking and Listening**

| SL.6.2   | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |  |  |  |
|--|--|--|--|--|
| To address this standard, students could:  • Analyze information presented in multimedia sources and explain how it adds meaning to a topic, text, or issue. |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.                                       |  |  |  |
| SL.5.2 SL.6.2 SL.7.2   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                   | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |  |

## Grade 6 Speaking and Listening

Delineate a speaker's argument and specific claims, distinguishing claims that are SL.6.3 supported by reasons and evidence from claims that are not. To address this standard, students *could*: Identify the argument presented by a speaker. Differentiate between claims that are supported by opinion versus those supported by fact. Evaluate an argument using evidence provided by a speaker. Kansas High School Objectively assess the relevance, accuracy, and validity of a speaker's **Graduates Can:** claim and supporting evidence. SL.5.3 SL.6.3 SL.7.3 Summarize the points a Delineate a speaker's Delineate a speaker's speaker makes and argument and specific argument and specific Progression of **Standard Across** explain how each claim claims, distinguishing claims, evaluating the is supported by reasons Grades claims that are supported soundness of the and evidence. by reasons and evidence reasoning and the from claims that are not. relevance and sufficiency of the evidence.

#### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

#### To address this standard, students could:

- Identify a logical sequence for presenting claims and findings.
- Support ideas using relevant evidence.
- Incorporate common public speaking norms.

## Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.6.4** 

## Progression of Standard Across Grades

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.4









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| Speaking and Listening   |  |   |   |
|--|--|---|---|
| SL.6.5   | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.                              |   |   |
| To address this standard, students <i>could</i> :  • Incorporate relevant forms of media and/or graphics to clarify information. |  |   |   |
| Kansas High School<br>Graduates Can:   | Toresentations to express information and enhance an audience s  |   |   |
|  |  |   |   |
|  | <u>SL.5.5</u>  | SL.6.5  | <u>SL.7.5</u>   |
| Progression of<br>Standard Across<br>Grades  | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |

| Opeaking and Listening   |   |   |   |
|--|---|---|---|
| SL.6.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |   |   |
| To address this standard, students could:  • Use grade-level appropriate academic language versus informal language when presenting. |   |   |   |
| Kansas High School Graduates Can:  Effectively adapt speech to fit a variety of contexts and communication situations.               |   |   |   |
| Progression of<br>Standard Across<br>Grades  | SL.5.6  Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   | SL.6.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SL.7.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

## **Grade 6**

| Speaking and Listening               |   |        |               |  |  |
|--------------------------------------|---|--------|---------------|--|--|
| SL.6.7                               | Demonstrate command of the conventions of standard English grammar and usage when speaking.  a. Vary sentence patterns for meaning, reader/listener interest, and style.  b. Use intensive pronouns (e.g., myself, ourselves).  c. Recognize and correct inappropriate shifts in pronoun number and person.  d. Recognize and correct vague pronouns.  e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.  f. Maintain consistency in style and tone. |        |               |  |  |
| To address this stand                | ard, students <i>could</i> :  |        |               |  |  |
| tone, and ways they                  | Participate in a self-evaluation of a presentation in which they critique themselves on their style, tone, and ways they might improve the presentation.  |        |               |  |  |
| Kansas High School<br>Graduates Can: | Accurately and effectively use standard English grammar and usage when speaking.  |        |               |  |  |
|                                      |   |        |               |  |  |
|                                      |   |        |               |  |  |
|                                      | <u>SL.5.7</u>   | SL.6.7 | <u>SL.7.7</u> |  |  |





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#### Acquire and use accurately grade-appropriate general academic and **SL.6.8** domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. To address this standard, students *could*: Engage in a discussion with a person or group about a presentation or display they created to explain a plan for improving their community, in which they use language specific to the project and assist listeners in developing an understanding of their work. Use a variety of context-appropriate words in a range of situations, and Kansas High School engage in effective strategies for determining word meanings and adding **Graduates Can:** new words to a personal vocabulary bank. **SL.5.8 SL.6.8** SL.7.8 Acquire and use Acquire and use Acquire and use accurately gradeaccurately gradeaccurately gradeappropriate general appropriate general appropriate general academic and domainacademic and domainacademic and domain-**Progression of** specific words and specific words and specific words and Standard Across phrases, including phrases; gather phrases; gather Grades those that signal vocabulary knowledge vocabulary knowledge contrast, addition, and when considering a when considering a word other logical word or phrase or phrase important to relationships. important to comprehension or comprehension or expression. expression.

# Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. To address this standard, students could: Refer to a text to support their ideas and assumptions when writing or speaking. Explain the definition of textual evidence and use textual evidence to support conclusions. Explain the definition of an inference and the process of making an inference. Kansas High School Graduates Can: Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|   | <u>RL.5.1</u>   | RL.6.1  | <u>RL.7.1</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite textual evidence to<br>support analysis of what<br>the text says explicitly<br>as well as inferences<br>drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

#### Determine a theme or central idea of a text and how it is conveyed through **RL.6.2** particular details; provide a summary of the text distinct from personal opinions or judgments. To address this standard, students could: Recognize the structure of a summary and construct an independent summary using details from the text. Analyze how details from a text impact the theme. Analyze how details from a text impact the central idea. Kansas High School Determine central ideas or themes of a text and analyze their development; **Graduates Can:** summarize the key supporting details and ideas. **RL.5.2 RL.6.2 RL.7.2** Determine a theme or Determine a theme of a Determine a theme or story, drama, or poem central idea of a text and central idea of a text and from details in the text, analyze its development how it is conveyed through **Progression of** particular details; provide a including how over the course of the **Standard Across** characters in a story or summary of the text distinct text; provide an objective Grades from personal opinions or summary of the text. drama respond to challenges or how the judgments.

speaker in a poem reflects upon a topic; summarize the text.

#### Describe how a particular story's or drama's plot unfolds in a series of episodes as **RL.6.3** well as how the characters respond or change as the plot moves toward a resolution. To address this standard, students *could*: Understand the progression of events in a story. Analyze the impact of plot events on character development and motivation. Kansas High School Analyze elements of plot as they relate to the meaning of a text. **Graduates Can:** RL.5.3 **RL.6.3 RL.7.3** Compare and contrast Describe how a particular Analyze how particular **Progression of** two or more characters, story's or drama's plot elements of a story or unfolds in a series of Standard Across settings, or events in a drama interact (e.g., how story or drama, drawing episodes as well as how setting shapes the Grades on specific details in the the characters respond or characters or plot). text (e.g., how change as the plot moves characters interact). toward a resolution

## **RL.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

## To address this standard, students could:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand the difference between mood and tone.
- Analyze how word choice impacts the meaning and/or tone of the text.

## Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|   | <u>RL.5.4</u>   | RL.6.4  | <u>RL.7.4</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |

| RL.6.5                                      | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                            |   |  |  |
|---|--|---|--|--|
| To address this standar                     | d, students <i>could</i> :   |   |  |  |
| ,   | <ul> <li>Analyze how segments of a text contribute to the structure of the text.</li> <li>Interpret the manner in which independent segments of a text contribute to the overall meaning.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:        |  |   |  |  |
|   |  |   |  |  |
|   | <u>RL.5.5</u>  | RL.6.5  | <u>RL.7.5</u>  |  |
| Progression of<br>Standard Across<br>Grades | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem  | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning |  |

| RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.  To address this standard, students <i>could</i> : |  |  |  |  |
|--|--|--|--|--|
| <ul> <li>Understand different literary points of view.</li> <li>Explain how point of view is developed within the text.</li> </ul>               |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Recognize that different perspectives can be presented in different ways for different purposes. |  |  |  |
|  |  |  |  |  |
|  | <u>RL.5.6</u>  | RL.6.6   | <u>RL.7.6</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Describe how a narrator's or speaker's point of view influences how events are described.        | Explain how an author develops the point of view of the narrator or speaker in a text. | Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |  |

#### Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what **RL.6.7** they "see" and "hear" when reading the text to what they perceive when they listen or watch. To address this standard, students *could*: Explain the similarities between a written text and its multimedia interpretation. Explain the differences between a written text and its multimedia interpretation. **Kansas High School** Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. **Graduates Can: RL.7.7** RL.5.7 **RL.6.7** Analyze how visual and Compare and contrast the Compare and contrast a multimedia elements experience of reading a written story, drama, or contribute to the meaning, story, drama, or poem to poem to its audio, filmed, **Progression of** tone, or beauty of a text listening to or viewing an staged, or multimedia

Standard Across **Grades** 

(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

audio, video, or live version of the text. including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

| RL.6.8  | (Not applicable to Literature)   |  |  |
|---|--|--|--|
| To address this standard, students <i>could</i> : |  |  |  |
| Kansas High School<br>Graduates Can:              | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |
|   |  |  |  |
| Progression of<br>Standard Across<br>Grades       |  |  |  |

#### Compare and contrast texts in different forms or genres (e.g., stories and poems; **RL.6.9** historical novels and fantasy stories) in terms of their approaches to similar themes and topics. To address this standard, students could: Recognize how similar themes or topics are presented within different genres. Analyze how similar themes or topics are presented across different genres. Kansas High School Analyze how two or more texts address similar themes or topics in order to build **Graduates Can:** knowledge or to compare the approaches the authors take. RL.5.9 **RL.6.9** RL.7.9 Compare and contrast Compare and contrast texts Compare and contrast a in different forms or genres fictional portrayal of a time, stories in the same **Progression of** (e.g., stories and poems; place, or character and a genre (e.g., mysteries **Standard Across** and adventure stories) historical novels and historical account of the Grades on their approaches to fantasy stories) in terms of same period as a means of similar themes and their approaches to similar understanding how authors

themes and topics.

topics.

of fiction use or alter

history.

| RL.6.10   | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.   |  |  |  |
|---|--|--|--|--|
| To address this standar   | d, students <i>could</i> :   |  |  |  |
| <ul> <li>Discuss character dialogue in a text they are reading, and the ways in which the dialogue, speaking<br/>style, and style of interaction reveals important qualities about the characters.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).                          |  |  |  |
|   |  |  |  |  |
|   | <u>RL.5.10</u>   | RL.6.10  | <u>RL.7.10</u>   |  |
| Progression of<br>Standard Across<br>Grades   | 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. | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. |  |

| Neading. Literature   |  |   |  |  |
|---|--|---|--|--|
| Petermine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.  c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)  To address this standard, students could: |  |   |  |  |
| 10 addiess tills staridar   | a, stadents coura.   |   |  |  |
| Participate in a discussion with peers about "words I didn't know before I read this book," in which they share several words they learned from a text they recently read, and the meanings of those words.   |  |   |  |  |
| Kansas High School<br>Graduates Can:  | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.             |   |  |  |
|   |  |   |  |  |
|   | <u>RL.5.11</u> RL.6.11 <u>RL.7.11</u>  |   |  |  |
| Progression of<br>Standard Across<br>Grades   | 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. (Click link above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) |  |





## Grade 6

## **Reading: Literature**

| Troduing Entertain                   |  |  |                            |  |
|--------------------------------------|--|--|----------------------------|--|
|                                      | Demonstrate understanding in word meanings.                                | of figurative language, word                           | relationships, and nuances |  |
|                                      | •  | nooch in contoxt                                       |                            |  |
| DI 0.40                              | a. Interpret figures of s  |  |                            |  |
| RL.6.12                              |  | between particular words (e.                           |                            |  |
|                                      |  | item/category) to better understand each of the words. |                            |  |
|                                      | c. Distinguish among the connotations (associations) of words with similar |  |                            |  |
|                                      | denotations (definition  | ons).  |                            |  |
| To address this standar              | d, students <i>could</i> :   |  |                            |  |
|                                      |  | which they closely read poem                           |                            |  |
| used, particular we                  | ord connotations, and the me   | aning of the work as a whole.                          |                            |  |
| Kansas High School<br>Graduates Can: | Understand word meanings, and nuances in word meanings when reading.       |  |                            |  |
|                                      |  |  |                            |  |
|                                      | RL.5.12  | RL.6.12  | <u>RL.7.12</u>             |  |
|                                      | Demonstrate  | Demonstrate  | Demonstrate                |  |
| Progression of                       | understanding of figurative  | understanding of figurative                            | understanding of           |  |
| Standard Across                      | language, word   | language, word   | figurative language, word  |  |
| Grades                               | relationships, and nuances   | relationships, and                                     | relationships, and         |  |
|                                      | in word meanings. (Click   | nuances in word  | nuances in word            |  |
|                                      | link above for details.)   | meanings. (See details                                 | meanings. (Click link      |  |
|                                      |  | above.)  | above for details.)        |  |

| RL.6.13   | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6. |   |   |
|---|---|---|---|
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level. |   |   |   |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of texts on their own.   |   |   |
|   |   |   |   |
|   | RL.5.13   | RL.6.13   | <u>RL.7.13</u>  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7. |

#### Cite textual evidence to support analysis of what the text says explicitly as well as **RI.6.1** inferences drawn from the text. To address this standard, students could: Refer to a text to support their ideas and assumptions when writing or speaking. • Explain the definition of textual evidence and use textual evidence to support conclusions. Explain the definition of inference and the process of making an inference. Read closely through multiple interactions with a text in order to determine **Kansas High School** what the text says explicitly and to make logical inferences; cite specific **Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RI.5.1 **RI.6.1** RI.7.1 Quote accurately from a Cite textual evidence to Cite several pieces of **Progression of** text when explaining what textual evidence to support analysis of what **Standard Across** the text says explicitly and the text says explicitly as support analysis of what **Grades** when drawing inferences well as inferences drawn the text says explicitly as

from the text.

well as inferences drawn

from the text.

from the text.

| RI.6.2                                      | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| To address this standar                     | d, students <i>could</i> :   |   |  |  |  |  |  |
| _   | A later than the state of the s |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |   |  |  |  |  |  |
|   |  |   |  |  |  |  |  |
|   | <u>RI.5.2</u>  | RI.6.2  | <u>RI.7.2</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |  |  |  |  |

| RI.6.3                                      | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| To address this standar                     | d, students <i>could</i> :  |  |  |  |  |  |  |
|   | <ul> <li>Use close reading skills to identify key individuals, events, or ideas in informational text.</li> <li>Explain how these elements are used in an informational text.</li> </ul>        |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |  |  |  |  |  |  |
|   | <u>RI.5.3</u>   | RI.6.3   | <u>RI.7.3</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |  |  |  |  |

#### Determine the meaning of words and phrases as they are used in a text, including RI.6.4 figurative, connotative, and technical meanings. To address this standard, students could: Interpret literal and nonliteral meanings of words and phrases presented in the text. Identify figurative, connotative, and technical words and phrases. Recognize the ways in which the author's word choice and use of figurative **Kansas High School** language deliberately influences meaning, tone, or mood within the context of **Graduates Can:** the text. RI.5.4 **RI.6.4 RI.7.4** Determine the meaning of Determine the meaning of Determine the meaning of general academic and words and phrases as words and phrases as domain-specific words they are used in a text, they are used in a text, Progression of and phrases in a text including figurative. including figurative, **Standard Across Grades** relevant to a grade 5 topic connotative, and technical connotative, and technical or subject area. meanings. meanings; analyze the impact of a specific word choice on meaning and tone.

#### Analyze how a particular sentence, paragraph, chapter, or section fits into the **RI.6.5** overall structure of a text and contributes to the development of the ideas. To address this standard, students could: Explain how segments of a text contribute to the overall structure. Interpret how sections of a text contribute to its overall meaning. Understand how an author uses text features and other elements to organize **Kansas High School** text (e.g., How do chapters work together to build a book?) and affect **Graduates Can:** meaning. RI.5.5 **RI.6.5** RI.7.5 Compare and contrast the Analyze how a particular Analyze the structure an overall structure (e.g., sentence, paragraph, author uses to organize a **Progression of** text, including how the chronology, comparison, chapter, or section fits into **Standard Across** cause/effect, problem/ the overall structure of a major sections contribute Grades text and contributes to the to the whole and to the solution) of events, ideas, concepts, or information development of the ideas. development of the ideas. in two or more texts.

#### Determine an author's point of view or purpose in a text and explain how it is **RI.6.6** conveyed in the text. To address this standard, students could: Identify the author's point of view. Explain how point of view is developed within the text. **Kansas High School** Recognize that different perspectives can be presented in different ways for **Graduates Can:** different purposes. RI.5.6 RI.6.6 RI.7.6 Analyze multiple accounts Determine an author's Determine an author's **Progression of** of the same event or point of view or purpose in point of view or purpose Standard Across a text and explain how it is in a text and analyze how topic, noting important **Grades** conveyed in the text. the author distinguishes similarities and differences in the point of his or her position from

view they represent.

that of others.

#### Integrate information presented in different media or formats (e.g., visually, **RI.6.7** quantitatively) as well as in words to develop a coherent understanding of a topic or issue. To address this standard, students could: Build understanding of a topic or issue by incorporating information from diverse media formats. Kansas High School Adjust their reading to accommodate non-print formats (illustrations, graphs, **Graduates Can:** video, etc.) in addition to print formats, in order to understand content. **RI.6.7** RI.5.7 **RI.7.7** Draw on information Integrate information Compare and contrast a text presented in different to an audio, video, or from multiple print or **Progression of** digital sources, media or formats (e.g., multimedia version of the **Standard Across** demonstrating the ability visually, quantitatively) as text, analyzing each **Grades** to locate an answer to a well as in words to develop medium's portrayal of the question quickly or to a coherent understanding subject (e.g., how the solve a problem of a topic or issue. delivery of a speech affects efficiently. the impact of the words).

#### Trace and evaluate the argument and specific claims in a text, distinguishing claims **RI.6.8** that are supported by reasons and evidence from claims that are not. To address this standard, students could: Distinguish between supported and unsupported claims. Trace an argument and specific claims in a text. **Kansas High School** Follow the logic of an argument based on the validity of the claim and **Graduates Can:** evidence presented. RI.5.8 RI.7.8 **RI.6.8** Explain how an author Trace and evaluate the Trace and evaluate the **Progression of** uses reasons and argument and specific argument and specific **Standard Across** evidence to support claims in a text, claims in a text, assessing Grades particular points in a text, distinguishing claims that whether the reasoning is identifying which reasons are supported by reasons sound and the evidence is and evidence support and evidence from claims relevant and sufficient to which point(s). that are not. support the claims.

|   | Reading. Informational  |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
| RI.6.9  | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |   |  |  |  |  |  |
| To address this standard, students <i>could</i> :  Identify the similarities and differences of the same event depicted by different authors. |   |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.     |   |  |  |  |  |  |
|   |   |   |  |  |  |  |  |
|   | <u>RI.5.9</u>   | RI.6.9  | <u>RI.7.9</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                        | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |  |  |  |  |

| RI.6.10  Use knowledge of language and its conventions when reading to improve comprehension.  To address this standard, students <i>could</i> :  Participate in independent reading of a self-selected text, and share their learning from that text with poors or adults. |  |  |   |  |  |
|---|--|--|---|--|--|
| with peers or adults.  Kansas High School Graduates Can:  Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |  |  |   |  |  |
| Progression of<br>Standard Across<br>Grades   | 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. | RI.6.10  Use knowledge of language and its conventions when reading to improve comprehension of informational texts. | RI.7.10  Use knowledge of language and its conventions when reading to aid comprehension. |  |  |

|   | Reading: I  | nformational   |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.  c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |   |  |  |  |  |  |  |
| To address this stand   | lard, students <i>could</i> :                                     |  |  |  |  |  |  |
| Work with peers to ancient world civilization.  |   | ronunciations of unknown   | words in a text about an   |  |  |  |  |
| Kansas High School<br>Graduates Can:  | I NUMBING KNOWIEGGE OF NEW WORGE SE WEILSE EMPLOYING STRIEGGE FOR |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |
| <u>RI.5.11</u> RI.6.11 <u>RI.7.11</u>   |   |  |  |  |  |  |  |
| Drograssian of  | Determine or clarify the meaning of unknown and multiple-meaning  | Determine or clarify the meaning of unknown and multiple-meaning | Determine or clarify the meaning of unknown and multiple-meaning |  |  |  |  |

## Progression of Standard Across Grades

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.

(Click link above for details.)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

| RI.6.12                                     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions). |  |   |  |  |  |  |
|---|--|--|---|--|--|--|--|
| To address this stand                       | ard, students <i>could</i> :   |  |   |  |  |  |  |
|   | <ul> <li>Read about the author of a favorite book, making note of and interpreting descriptions of the<br/>author that include figures of speech or words that bear a particular connotative meaning.</li> </ul>   |  |   |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Understand word meanings, and nuances in word meanings when reading.   |  |   |  |  |  |  |
|   |  |  |   |  |  |  |  |
|   | <u>RI.5.12</u>   | RI.6.12  | <u>RI.7.12</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |  |  |  |  |

| RI.6.13  | RI.6.13  Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 6. |   |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
| To address this standard, students could:  • Select and read increasingly complex informational texts at or above grade level.                                 |   |   |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | TINIAMIAI MAANINA IIAMI A VAHAIV AI INIAMIAINAAI IAVIC  |   |   |  |  |  |  |
|  |   |   |   |  |  |  |  |
|  | <u>RI.5.13</u>  | RI.6.13   | <u>RI.7.13</u>  |  |  |  |  |
| Progression of Standard Across Grades  Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5. |   | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7. |  |  |  |  |

## **Grade 7**

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                       | W.7.1<br>W.7.4<br>W.7.7<br>W.7.10<br>W.7.12      | W.7.2<br>W.7.5<br>W.7.8<br>W.7.11     | W.7.3<br>W.7.6<br>W.7.9               |
|---|--|---------------------------------------|---------------------------------------|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.7.1<br>SL.7.4<br>SL.7.7                       | SL.7.2<br>SL.7.5<br>SL.7.8            | SL.7.3<br>SL.7.6                      |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text       | RL.7.1<br>RL.7.4<br>RL.7.7<br>RL.7.10<br>RL.7.13 | RL.7.2<br>RL.7.5<br>RL.7.8<br>RL.7.11 | RL.7.3<br>RL.7.6<br>RL.7.9<br>RL.7.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Level of Text | RI.7.1<br>RI.7.4<br>RI.7.7<br>RI.7.10<br>RI.7.13 | RI.7.2<br>RI.7.5<br>RI.7.8<br>RI.7.11 | RI.7.3<br>RI.7.6<br>RI.7.9<br>RI.7.12 |

## Grade 7 Writing

#### **Text Types and Purposes**

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Production and Distribution of Writing**

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Language in Writing

- W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - b. Explain the function of phrases and clauses in general and their function in specific sentences.
  - c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- W.7.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives.
  - b. Spell correctly.

#### Range of Writing

W.7.10 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.

## **Comprehension and Collaboration**

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language in Speaking and Listening

- SL.7.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.7.7.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - SL.7.7.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - SL.7.7.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- SL.7.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Grade 7

## **Reading: Literature**

## **Key Ideas and Details**

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### **Craft and Structure**

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5 Analyze how a drama's or poem's form or structure contributes to its meaning.
- RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Integration of Knowledge and Ideas

- RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.8 Not applicable for literature
- RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### Language in Reading: Literature

- RL.7.10 Use knowledge of language and its conventions when reading to aid comprehension.
- RL.7.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.
  - RL.7.11.a Use context as a clue to the meaning of a word or phrase.
  - RL.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - RL.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RL.7.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RL.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RL.7.12.a Interpret figures of speech in context.
  - RL.7.12.b Use the relationship between particular words to better understand each of the words.
  - RL.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

#### Range of Reading and Level of Text

RL.7.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

## Grade 7

## **Reading: Informational**

#### **Key Ideas and Details**

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **Craft and Structure**

- RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### Integration of Knowledge and Ideas

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### Language in Reading: Informational

- RI.7.10 Use knowledge of language and its conventions when reading to aid comprehension.
- RI.7.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.
  - RI.7.11.a Use context as a clue to the meaning of a word or phrase.
  - RI.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - RI.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RI.7.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RI.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RI.7.12.a Interpret figures of speech in context.
  - RI.7.12.b Use the relationship between particular words to better understand each of the words.
  - RI.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

#### Range of Reading and Level of Text

RI.7.13 Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 7.

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
|---|---|---|---|---|---|---|---|---|------|-------|
|   |   |   |   |   |   |   |   |   |      |       |

|                       | Write arguments to support claims with clear reasons and relevant evidence.  |
|-----------------------|--|
| W.7.1                 | <ul> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul> |
|                       | <ul> <li>Use words, phrases, and clauses to create cohesion and clarify the<br/>relationships among claim(s), reasons, and evidence.</li> </ul>  |
|                       | d. Establish and maintain a formal style.  |
|                       | e. Provide a concluding statement or section that follows from and   |
| To address this stant | supports the argument presented.   |

### To address this standard, students *could*:

- Defend an argument using relevant evidence to support their claim.
- Use relevant and credible textual evidence to support their claim.
- Acknowledge opposing viewpoints.
- Maintain a formal style of writing, including a conclusion statement that supports their claim.

| Kansas High School<br>Graduates Can:        | Use valid reasoning and relevant and sufficient evidence to support a written argument.                     |  |   |
|---|---|--|---|
|   | W.6.1   | W.7.1  | W.8.1   |
| Progression of<br>Standard Across<br>Grades | Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.) | Write arguments to support claims with clear reasons and relevant evidence. (See details above.) | Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.) |

|       | witting  |
|-------|--|
|       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| W.7.2 | <ul> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> |

### To address this standard, students could:

- Introduce and develop a topic using common organizational structures.
- Determine the most effective organizational structure to present information.
- Analyze information to support examination of a topic.

| Kansas | High  | School |
|--------|-------|--------|
| Gradu  | uates | Can:   |

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

|   | <u>W.6.2</u>   | W.7.2   | <u>W.8.2</u>   |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.) | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See details above.) | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.) |

|  | Writing  |  |  |
|--|--|--|--|
|  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   |  |  |
| W.7.3  | <ul> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> |  |  |
| To address this stand  | ard, students <i>could</i> :   |  |  |
| <ul> <li>Use narrative techniques to develop the progression of events in a story.</li> <li>Organize a narrative using appropriate transitional language.</li> <li>Include a conclusion that provides a sense of closure for readers.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |  |  |
|  |  |  |  |

|   | <u>W.6.3</u>   | W.7.3   | <u>W.8.3</u>   |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.) | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details above.) | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.) |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### Produce clear and coherent writing in which the development, W.7.4 organization, and style are appropriate to task, purpose, and audience. To address this standard, students could: Identify the writing style that best fits a particular task, purpose, and audience. Compose a clear, logical piece of writing to demonstrate understanding of a topic. Kansas High School Create texts appropriate for specific purposes, audiences, and tasks. **Graduates Can:** W.6.4 W.7.4 W.8.4 Produce clear and Produce clear and Produce clear and coherent writing in coherent writing in coherent writing in **Progression of** which the which the development, which the **Standard Across** organization, and style development, development, Grades are appropriate to task, organization, and style organization, and style are appropriate to purpose, and audience. are appropriate to task, task, purpose, and purpose, and audience.

audience.

#### With some guidance and support from adults and peers, develop and strengthen W.7.5 writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. To address this standard, students could: Use a writing process to compose and refine a piece of writing. Kansas High School Employ a recursive writing process – including planning, drafting, editing, **Graduates Can:** and revising – to refine and improve their writing. W.6.5 W.7.5 W.8.5 With some guidance and With some guidance and With some guidance and support from adults and support from adults and support from adults and peers, develop and peers, develop and peers, develop and **Progression of** strengthen writing as strengthen writing as strengthen writing as Standard Across needed by planning, needed by planning, needed by planning, **Grades** revising, editing, rewriting, revising, editing, rewriting, revising, editing, rewriting, or trying a new approach, or trying a new approach. or trying a new approach, focusing on how well focusing on how well purpose and audience purpose and audience have been addressed. have been addressed.

W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### To address this standard, students could:

- Independently determine the proper technology tool(s) to successfully produce and publish writing.
- Create hyperlinks to sources and use technology to cite sources.

### Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

|   | <u>W.6.6</u>  | W.7.6  | <u>W.8.6</u>   |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | 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 three pages in a single sitting. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

### W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### To address this standard, students could:

- Focus research around a central question.
- Identify multiple sources of evidence to answer a central question.
- Expand their research by generating additional related questions.

### Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

|   | <u>W.6.7</u>  | W.7.7   | <u>W.8.7</u>  |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |





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### W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### To address this standard, students could:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.
- Use search terms effectively.

### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

### Progression of Standard Across Grades

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.8.W











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|   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |   |   |  |
| W.7.9                                       | <ul> <li>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li> </ul> |   |   |  |
| To address this standar                     | d. students <i>could</i> :   |   |   |  |
|   | a, cladolilo ocaral  |   |   |  |
| Determine the best te                       | extual evidence to support an  | assertion.  |   |  |
| Kansas High School                          | Locate and use supportive and relevant evidence from a range of text types   |   |   |  |
| Graduates Can:                              | to strengthen original wor   |   | σ. τοg σ στ το τ <b>,</b> μ σ σ   |  |
| Ordadates Garr.                             | to strengthen original wor   | No.   |   |  |
|   |  |   |   |  |
|   | <u>W.6.9</u> <b>W.7.9</b> <u>W.8.9</u>   |   |   |  |
| Progression of<br>Standard Across<br>Grades | Draw evidence from literary or informational texts to support analysis, reflection, and research.  | Draw evidence from literary or informational texts to support analysis, reflection, and research. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |

|   | W 1   | ıtırıg   |   |  |
|---|---|--|---|--|
| W.7.10  | Demonstrate command of the conventions of standard English grammar and usage when writing.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  b. Explain the function of phrases and clauses in general and their function in specific sentences.  c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  |   |  |
| To address this stand   | lard, students <i>could</i> :   |  |   |  |
| <ul> <li>Participate in a writing process in which they review their work with a team of peers, reflect on the effectiveness of their writing, and revise their work to be more accurate and efficient.</li> <li>Kansas High School Graduates Can:</li> </ul> Accurately and effectively use standard English grammar and usage when writing. |   |  |   |  |
|   |   |  |   |  |
|   | <u>W.6.10</u>   | W.7.10   | <u>W.8.10</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command<br>of and use knowledge<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |  |





<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u>

#### Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.7.11 a. Use a comma to separate coordinate adjectives. b. Spell correctly. To address this standard, students could: Participate in a writing process in which they write about a topic of personal interest or importance, and then review their work with a team of peers to address comma usage and spelling. Kansas High School Accurately and effectively use the mechanics of standard English for the **Graduates Can:** purpose of productive communication. W.6.11 W.7.11 W.8.11 Demonstrate command Demonstrate command Demonstrate command of the conventions of of the conventions of of the conventions of **Progression of** standard English standard English standard English Standard Across capitalization, capitalization, capitalization, Grades punctuation, and punctuation, and punctuation, and spelling when writing. spelling when writing. spelling when writing. (Click link above for (See details above.) (Click link above for details.) details.)

#### 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 W.7.12 of discipline-specific tasks, purposes, and audiences. To address this standard, students could: Produce varied types and lengths of writing based on an understanding of the discipline, purpose, and/or task assigned. Kansas High School Write routinely over varied time frames for a range of tasks, purposes, and **Graduates Can:** audiences. W.6.12 W.7.12 W.8.12 Write routinely over Write routinely over Write routinely over extended time frames extended time frames extended time frames (time for research. (time for research. (time for research. **Progression of** reflection, and revision) reflection, and revision) reflection, and revision) **Standard Across** and shorter time frames and shorter time frames and shorter time frames **Grades** (a single sitting or a day (a single sitting or a day (a single sitting or a day or two) for a range of or two) for a range of or two) for a range of discipline-specific tasks, discipline-specific tasks, discipline-specific tasks, purposes, and purposes, and purposes, and audiences. audiences. audiences.

|        | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.   |
|--------|---|
| SL.7.1 | <ul> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> |
|        | •   |

### For this standard, successful seventh grade students could:

- Participate in a Socratic circle by posing and responding to relevant questions, encouraging elaboration from peers and building on the ideas of others.
- Share a viewpoint during a small group discussion, listen to others' viewpoints, and modify their own views when appropriate.

### Kansas High School Graduates Can:

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.6.1</u>  | SL.7.1   | <u>SL.8.1</u>   |
|---|--|--|---|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

### Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a SL.7.2 topic, text, or issue under study. To address this standard, students *could*: Analyze information presented in multimedia formats and explain how it clarifies a topic, text, or issue. Make connections between ideas and topics. **Kansas High School** Synthesize information presented in diverse media and formats, assessing its **Graduates Can:** relevance and accuracy according to purpose and audience. SL.6.2 SL.7.2 SL.8.2 Interpret information Analyze the main ideas Analyze the purpose of presented in diverse and supporting details information presented in media and formats (e.g., presented in diverse diverse media and **Progression of** visually, quantitatively, media and formats (e.g., **Standard Across** formats (e.g., visually, orally) and explain how it visually, quantitatively, quantitatively, orally) and Grades contributes to a topic, orally) and explain how the evaluate the motives text, or issue under study. ideas clarify a topic, text, (e.g., social, commercial, political) behind its or issue under study. presentation.

|   |  | and Elotoning  |   |
|---|--|--|---|
| SL.7.3                                      | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |  |   |
| To address this standar                     | d, students <i>could</i> :   |  |   |
|   | lity and relevancy of a spea<br>r provides sufficient eviden   | •  |   |
| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.   |  |   |
|   |  |  |   |
|   | <u>SL.6.3</u>  | SL.7.3   | <u>SL.8.3</u>   |
| Progression of<br>Standard Across<br>Grades | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

### SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### To address this standard, students could:

- Determine key points and emphasize them when presenting claims and findings.
- Present information in a logical, organized manner.
- Use common public speaking norms.

### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.7.4** 

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| Progression of  |
| Standard Across |
| Grades          |

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.4

|   | Opeaking a  | and Listening   |  |
|---|---|---|--|
| SL.7.5  | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                       |   |  |
| To address this standar  Incorporate relevant for | d, students <i>could</i> : orms of media and/or graphi  | cs to clarify information and   | emphasize key points.  |
| Kansas High School<br>Graduates Can:              | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |   |  |
|   |   |   |  |
|   | <u>SL.6.5</u>   | SL.7.5  | <u>SL.8.5</u>  |
| Progression of<br>Standard Across<br>Grades       | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.                     | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest |

|  |   | and Listering   |   |
|--|---|---|---|
| SL.7.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.         |   |   |
| To address this standar  Use grade-level appro | •   | versus informal language whe  | en presenting.  |
| Kansas High School<br>Graduates Can:           | Effectively adapt speech situations.  | n to fit a variety of contexts  | and communication   |
| Progression of<br>Standard Across<br>Grades    | SL.6.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SL.7.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | SL.8.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

| SL.7.7   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> |   |   |
|--|---|---|---|
| To address this standar  | d, students <i>could</i> :  |   |   |
| Address the class in a speech about an important community issue, in which they use simple, compound, complex, and compound-complex sentences when presenting different perspectives on the issue. |   |   |   |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.  |   |   |
|  |   |   |   |
|  | <u>SL.6.7</u>   | SL.7.7  | <u>SL.8.7</u>   |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)   | Demonstrate command of<br>the conventions of<br>standard English<br>grammar and usage<br>when speaking.<br>(See details above.) | Demonstrate command of<br>the conventions of<br>standard English grammar<br>and usage when writing or<br>speaking. (Click link above<br>for details.) |

#### Acquire and use accurately grade-appropriate general academic and domain-**SL.7.8** specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. To address this standard, students *could*: Participate in a literature circle discussion in which they discuss with peers specific words or phrases in a text that seem to carry a great deal of weight or meaning. Use a variety of context-appropriate words in a range of situations, and engage in Kansas High School effective strategies for determining word meanings and adding new words to a **Graduates Can:** personal vocabulary bank. SL.7.8 **SL.8.8** SL.6.8 Acquire and use Acquire and use Acquire and use accurately grade-appropriate general accurately gradeaccurately gradeappropriate general appropriate general academic and domainacademic and domainacademic and domainspecific words and **Progression of** Standard Across specific words and specific words and phrases; gather vocabulary phrases; gather phrases; gather knowledge when Grades considering a word or vocabulary knowledge vocabulary knowledge when considering a word when considering a word phrase important to or phrase important to or phrase important to comprehension or expression. comprehension or comprehension or expression. expression.

### Cite several pieces of textual evidence to support analysis of what the text says **RL.7.1** explicitly as well as inferences drawn from the text. To address this standard, students *could*: Refer to a text to support their ideas and assumptions when writing or speaking. Synthesize multiple texts and use evidence from multiple texts to support conclusions. Make logical inferences using textual evidence. Read closely through multiple interactions with a text in order to determine what the **Kansas High School** text says explicitly and to make logical inferences; cite specific textual evidence **Graduates Can:** when writing or speaking to support conclusions drawn from the text. **RL.7.1** RL.6.1 RL.8.1 Cite textual evidence to Cite several pieces of Cite the textual evidence **Progression of** textual evidence to support analysis of what that most strongly supports **Standard Across** the text says explicitly an analysis of what the text support analysis of what Grades as well as inferences

drawn from the text.

the text says explicitly as

well as inferences drawn

from the text.

says explicitly as well as

text.

inferences drawn from the

#### Determine a theme or central idea of a text and analyze its development over the **RL.7.2** course of the text; provide an objective summary of the text. To address this standard, students could: Construct an independent summary using details from the text. Analyze how a theme develops over the course of a text. Analyze how a central idea develops over the course of a text. Kansas High School Determine central ideas or themes of a text and analyze their development; **Graduates Can:** summarize the key supporting details and ideas. **RL.6.2 RL.7.2 RL.8.2** Determine a theme or Determine a theme or Determine a theme or central idea of a text and central idea of a text and central idea of a text **Progression of** and how it is conveyed analyze its development analyze its development **Standard Across** through particular over the course of the over the course of the text, Grades details; provide a text; provide an objective including its relationship to summary of the text summary of the text. the characters, setting, and distinct from personal plot; provide an objective

summary of the text.

opinions or judgments.

### **RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). To address this standard, students *could*: Analyze how one element of a story or drama impacts other elements. Analyze how elements of a story or drama interact. Kansas High Analyze elements of plot as they relate to the meaning of a text. **School Graduates** Can: **RL.7.3 RL.6.3 RL.8.3** Describe how a particular Analyze how particular Analyze how particular **Progression of** story's or drama's plot elements of a story or lines of dialogue or unfolds in a series of Standard Across drama interact (e.g., how incidents in a story or Grades episodes as well as how setting shapes the drama propel the action, the characters respond or characters or plot). reveal aspects of a change as the plot moves character, or provoke a toward a resolution decision.

### **RL.7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### To address this standard, students could:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Analyze the impact of figurative language in a piece of the text.

### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

**RL.7.4** 

### Progression of Standard Across Grades

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

**RL.6.4** 

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.4







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| RL.7.5   | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |   |  |
|--|---|---|--|
| To address this standar  | d, students <i>could</i> :  |   |  |
| <ul> <li>Infer why an author chose to structure the text in a specific manner.</li> <li>Understand how structural elements of a text contribute to its meaning.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:   | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.                |   |  |
|  |   |   |  |
|  | <u>RL.6.5</u>   | RL.7.5  | <u>RL.8.5</u>  |
| Progression of<br>Standard Across<br>Grades  | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |

### Explain how an author develops the point of view of the narrator or speaker in a text. **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. To address this standard, students *could*: Explain how point of view is developed within the text. Recognize and evaluate multiple points of view within the text. Recognize that different perspectives can be presented in different ways for **Kansas High School Graduates Can:** different purposes. **RL.6.6 RL.7.6 RL.8.6** Explain how an author Explain how an author Analyze how differences develops the point of view develops the point of view in the points of view of the of the narrator or speaker of the narrator or speaker characters and the **Progression of** Standard Across in a text. in a text. Analyze how an audience or reader (e.g., author develops and created through the use of Grades contrasts the points of dramatic irony) create view of different such effects as suspense characters or narrators in or humor.

a text.

### Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., **RL.7.7** lighting, sound, color, or camera focus and angles in a film). To address this standard, students could: Explain the similarities between a written text and its multimedia interpretation including an analysis of techniques specific to that medium. Explain the differences between a written text and its multimedia interpretation including an analysis of techniques specific to that medium. **Kansas High School** Adjust their reading to accommodate non-print formats (illustrations, graphs, **Graduates Can:** video, etc.) in addition to print formats, in order to understand content. **RL.6.7 RL.7.7 RL.8.7**

### Progression of Standard Across Grades

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

| RL.7.8                                      | (Not applicable for literatur                             | re) |   |
|---|---|-----|---|
| To address this standard, students could:   |   |     |   |
| Kansas High School<br>Graduates Can:        | Adjust their reading to acc video, etc.) in addition to p |     | ` |
| Progression of<br>Standard Across<br>Grades |   |     |   |

#### Compare and contrast a fictional portrayal of a time, place, or character and a **RL.7.9** historical account of the same period as a means of understanding how authors of fiction use or alter history. To address this standard, students could: Recognize the similarities and differences between a fictional and a factual account of the same time period. Explain how history is altered or used within a fictional text. Kansas High School Analyze how two or more texts address similar themes or topics in order to build **Graduates Can:** knowledge or to compare the approaches the authors take. RL.6.9 **RL.7.9** RL.8.9 Compare and contrast Analyze how a modern Compare and contrast a texts in different forms work of fiction draws on fictional portrayal of a time, or genres (e.g., stories place, or character and a themes, patterns of events. **Progression of Standard Across** and poems; historical historical account of the or character types from Grades novels and fantasy same period as a means myths, traditional stories, or stories) in terms of their of understanding how religious works such as the authors of fiction use or approaches to similar Bible, including describing themes and topics. how the material is alter history.

rendered new.

Grade 7
Reading: Literature

| RL.7.10                                     | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.  |  |  |  |
|---|---|--|--|--|
| To address this standar                     | d, students <i>could</i> :  |  |  |  |
| Discuss with peers meaning.                 | Discuss with peers the ways in which a text's sentence breaks and paragraph breaks impact the text's meaning.                                     |  |  |  |
| Kansas High School<br>Graduates Can:        | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings). |  |  |  |
|   |   |  |  |  |
|   | RL.6.10   | RL.7.10  | <u>RL.8.10</u>   |  |
| Progression of<br>Standard Across<br>Grades | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.  | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. |  |

#### Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to RL.7.11 the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase. To address this standard, students *could*: Make educated guesses about words in a text based on knowledge of Greek or Latin affixes and roots. Understand vocabulary and word use in a variety of contexts by consistently building Kansas High School knowledge of new words, as well as employing strategies for determining meanings **Graduates Can:** of unfamiliar words. RL.6.11 RL.7.11 RL.8.11 Determine or clarify the Determine or clarify the Determine or clarify the meaning of unknown and meaning of unknown and meaning of unknown and multiple-meaning words multiple-meaning words multiple-meaning words **Progression of** and phrases based on and phrases based on or phrases based on **Standard Across** Grades Grade 6 reading and Grade 7 reading and Grade 8 reading and content, choosing flexibly content, choosing flexibly content, choosing flexibly from a range of strategies. from a range of from a range of strategies. strategies. (Click link (See details above.) (Click link above for above for details.) details.)





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### Grade 7

Reading: Literature

| RL.7.12                                     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions). |   |   |
|---|--|---|---|
| To address this standar                     | •  |   |   |
|   |  | n which they closely read an ecular word connotations, and  |   |
| Kansas High School<br>Graduates Can:        | Understand word meanings, and nuances in word meanings when reading.   |   |   |
|   |  |   |   |
|   | RL.6.12  | RL.7.12   | <u>RL.8.12</u>  |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)  | Demonstrate<br>understanding of figurative<br>language, word<br>relationships, and nuances<br>in word meanings. (See<br>details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |

| RL.7.13   | Read and comprehend high quantitative and qualitative   | n quality dramas, prose and p<br>complexity for Grade 7.  | oetry of appropriate  |
|---|---|---|---|
| To address this standar  • Select and read increa | d, students could: asingly complex literary texts   | at or above grade level.  |   |
| Kansas High School<br>Graduates Can:              | Interpret meaning from a variety of texts on their own.   |   |   |
|   |   |   |   |
|   | RL.6.13   | RL.7.13   | <u>RL.8.13</u>  |
| Progression of<br>Standard Across<br>Grades       | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8. |

## Grade 7 Reading: Informational

### RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### To address this standard, students could:

• Refer to a text to support their ideas and assumptions when writing or speaking.

RI 6 1

- Synthesize multiple texts and use evidence from multiple texts to support conclusions.
- Make logical inferences using textual evidence.

### Kansas High School Graduates Can:

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.7.1

RI 8 1

| Progression of Standard Across |
|--------------------------------|
| Grades                         |

| <u>111.0.1</u>              |                             | <u> </u>                  |
|-----------------------------|-----------------------------|---------------------------|
| Cite textual evidence to    | Cite several pieces of      | Cite the textual evidence |
| support analysis of what    | textual evidence to         | that most strongly        |
| the text says explicitly as | support analysis of what    | supports an analysis of   |
| well as inferences drawn    | the text says explicitly as | what the text says        |
| from the text.              | well as inferences drawn    | explicitly as well as     |
|                             | from the text.              | inferences drawn from the |
|                             |                             | text.                     |

## Grade 7 Reading: Informational

### Determine two or more central ideas in a text and analyze their development over **RI.7.2** the course of the text; provide an objective summary of the text. To address this standard, students could: Construct an independent summary using details from the text. Analyze how central ideas develop over the course of a text. **Kansas High School** Determine central ideas or themes of a text and analyze their development; **Graduates Can:** summarize the key supporting details and ideas. RI.6.2 **RI.7.2** RI.8.2 Determine a central idea Determine a central idea Determine two or more of a text and how it is of a text and analyze its central ideas in a text and **Progression of** conveyed through analyze their development development over the Standard Across particular details; provide over the course of the course of the text, Grades a summary of the text text; provide an objective including its relationship distinct from personal summary of the text. to supporting ideas; provide an objective opinions or judgments. summary of the text.

# **Grade 7 Reading: Informational**

| RI.7.3  Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  To address this standard, students <i>could</i> :  • Analyze how individuals, ideas, and events interact in a text. |  |  |  |  |
|---|--|--|--|--|
| Analyze the effect one person, idea, or event has on another.   |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Extract meaning and purpose from informational text by analyzing its structure and organization.   |  |  |  |
|   |  |  |  |  |
|   | <u>RI.6.3</u>  | RI.7.3   | <u>RI.8.3</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |  |

### Determine the meaning of words and phrases as they are used in a text, including **RI.7.4** figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. To address this standard, students could: Interpret literal and nonliteral meanings of words and phrases presented in the text. Analyze the impact of figurative language in a piece of the text. Explain the way a particular word/phrase contributes to the meaning and/or tone. **Kansas High School** Recognize the ways in which the author's word choice and use of figurative language **Graduates Can:** deliberately influences meaning, tone, or mood within the context of the text. RI.6.4 **RI.7.4 RI.8.4** Determine the meaning of Determine the meaning of Determine the meaning of words and phrases as words and phrases as words and phrases as they are used in a text, they are used in a text, they are used in a text, **Progression of** including figurative, including figurative, including figurative, Standard Across connotative, and technical connotative, and technical connotative, and technical **Grades** meanings; analyze the meanings; analyze the meanings. impact of a specific word impact of specific word choice on meaning and choices on meaning and tone, including analogies tone.

or allusions to other texts.

| RI.7.5                                      | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.       |  |   |
|---|--|--|---|
| To address this standar                     | d, students <i>could</i> :   |  |   |
| -   | nose to structure the text in a stural elements of a text contri   | specific manner.<br>ibute to the meaning of the te   | xt and development of   |
| Kansas High School<br>Graduates Can:        | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.   |  |   |
|   |  |  |   |
|   | <u>RI.6.5</u>  | RI.7.5   | <u>RI.8.5</u>   |
| Progression of<br>Standard Across<br>Grades | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |

### Determine an author's point of view or purpose in a text and analyze how the author **RI.7.6** distinguishes his or her position from that of others. To address this standard, students could: Explain how point of view is developed within the text. Recognize the characteristics that make the author's point of view unique. **Kansas High School** Recognize that different perspectives can be presented in different ways for different **Graduates Can:** purposes. RI.6.6 **RI.7.6** RI.8.6 Determine an author's Determine an author's Determine an author's **Progression of** point of view or purpose point of view or purpose point of view or purpose in Standard Across in a text and explain how a text and analyze how in a text and analyze how Grades it is conveyed in the text. the author distinguishes the author acknowledges his or her position from and responds to that of others. conflicting evidence or viewpoints.

### Compare and contrast a text to an audio, video, or multimedia version of the text, **RI.7.7** analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). To address this standard, students *could*: Explain the similarities between a written text and a multimedia portrayal of the same topic or event. Explain the differences between a written text and a multimedia portrayal of the same topic or event. Kansas High School Adjust their reading to accommodate non-print formats (illustrations, graphs, video, **Graduates Can:** etc.) in addition to print formats, in order to understand content. **RI.7.7 RI.6.7** RI.8.7 Integrate information Compare and contrast a Evaluate the advantages and disadvantages of using presented in different text to an audio, video, or **Progression of** media or formats (e.g., multimedia version of the different mediums (e.g., **Standard Across** visually, quantitatively) text, analyzing each print or digital text, video, Grades as well as in words to multimedia) to present a medium's portrayal of the develop a coherent subject (e.g., how the particular topic or idea. delivery of a speech affects understanding of a topic or issue. the impact of the words).

### Trace and evaluate the argument and specific claims in a text, assessing whether **RI.7.8** the reasoning is sound and the evidence is relevant and sufficient to support the claims. To address this standard, students could: Trace an argument and specific claims in a text. Determine if the author has provided relevant and accurate evidence. Determine if the author has provided ample and logical reasoning. **Kansas High School** Follow the logic of an argument based on the validity of the claim and evidence **Graduates Can:** presented. **RI.7.8 RI.6.8 RI.8.8** Trace and evaluate the Trace and evaluate the Delineate and evaluate argument and specific argument and specific the argument and specific **Progression of** claims in a text, assessing claims in a text, claims in a text, assessing **Standard Across** distinguishing claims that whether the reasoning is whether the reasoning is Grades are supported by reasons sound and the evidence is sound and the evidence is

relevant and sufficient to

support the claims.

relevant and sufficient:

recognize when irrelevant evidence is introduced.

and evidence from claims

that are not.

### Analyze how two or more authors writing about the same topic shape their **RI.7.9** presentations of key information by emphasizing different evidence or advancing different interpretations of facts. To address this standard, students could: Identify the different authors' interpretations of the same topics. Identify the key information used by each author. Explain how different interpretations of facts shape an author's ideas. **Kansas High School** Analyze how two or more texts address similar themes or topics in order to build **Graduates Can:** knowledge or to compare the approaches the authors take. **RI.7.9** RI.8.9 RI.6.9 Compare and contrast Analyze how two or more Analyze a case in which one author's presentation authors writing about the two or more texts provide of events with that of same topic shape their conflicting information on **Progression of** another (e.g., a memoir presentations of key the same topic and Standard Across identify where the texts written by and a information by **Grades** biography on the same emphasizing different disagree on matters of person). evidence or advancing fact or interpretation.

facts.

different interpretations of

|  |   | in or mational  |   |  |
|--|---|---|---|--|
| RI.7.10  | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   |   |   |  |
| To address this standar  | d, students <i>could</i> :  |   |   |  |
| Select a text about a topic of interest, and ask and answer questions about it in conversations with peers and adults. |   |   |   |  |
| Kansas High School<br>Graduates Can:   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings). |   |   |  |
|  |   |   |   |  |
|  | <u>RI.6.10</u>  | RI.7.10   | <u>RI.8.10</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Use knowledge of language and its conventions when reading to improve comprehension of informational texts.                                       | Use knowledge of language and its conventions when reading to aid comprehension of informational texts. | Use knowledge of language and its conventions when reading to aid comprehension of informational texts. |  |

| Reading, informational  |  |   |   |  |
|---|--|---|---|--|
|   | Determine or clarify the meaning of unknown and multiple-meaning words and   |   |   |  |
|   | phrases based on Grade 7 reading and content, choosing flexibly from a range of  |   |   |  |
|   | strategies.  | us to the magning of a word o                   | r phroco  |  |
|   |  | ue to the meaning of a word o                   |   |  |
| RI.7.11   | b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.   |   |   |  |
|   |  | l specialized reference materi                  | als both print and digital                      |  |
|   |  | ation of a word or determine of                 |   |  |
|   | or its part of speech  |   | r clarify no produce moaning                    |  |
|   |  | ry determination of the meani                   | ng of a word or phrase.                         |  |
| To address this standar   |  | ,   | <u> </u>  |  |
| Discuss with peers or adults a text about a cultural tradition from a different geographical region, making note of unfamiliar words and using effective strategies to determine meanings of those words within the context of the reading. |  |   |   |  |
| Kansas High School<br>Graduates Can:  | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words. |   |   |  |
|   |  |   |   |  |
|   | <u>RI.6.11</u>   | RI.7.11   | <u>RI.8.11</u>                                  |  |
|   | Determine or clarify the   | Determine or clarify the meaning of unknown and | Determine or clarify the meaning of unknown and |  |
| Progression of  | meaning of unknown and   | multiple-meaning words                          | multiple-meaning words                          |  |
| Standard Across   | multiple-meaning words and phrases based on  | and phrases based on Grade 7 reading and        | or phrases based on Grade 8 reading and         |  |
| Grades  | Grade 6 reading and  | content, choosing flexibly                      | content, choosing flexibly                      |  |
|   | content, choosing flexibly   | from a range of strategies.                     | from a range of                                 |  |
|   | from a range of  | (See details above.)                            | strategies. (Click link                         |  |
|   | strategies. (Click link  | ,   | above for details.)                             |  |
|   | above for details.)  |   |   |  |

| Reading, informational               |   |  |                           |  |
|--------------------------------------|---|--|---------------------------|--|
|                                      | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |  |                           |  |
|                                      | a. Interpret figures of speech in context.  |  |                           |  |
| RI.7.12                              | b. Use the relationship between particular words to better understand each of   |  |                           |  |
|                                      | the words.  |  |                           |  |
|                                      | c. Distinguish among t  | c. Distinguish among the connotations (associations) of words with similar |                           |  |
|                                      | denotations (definitions).  |  |                           |  |
| To address this standar              |   |  |                           |  |
|                                      | Read two articles on opposite sides of a controversial issue, and discuss with peers the authors' uses of specific words and the impact those words make on the tone and message of the each article. |  |                           |  |
| Kansas High School<br>Graduates Can: | Understand word meanings, and nuances in word meanings when reading.  |  |                           |  |
|                                      |   |  |                           |  |
|                                      | <u>RI.6.12</u>  | RI.7.12  | <u>RI.8.12</u>            |  |
|                                      | Demonstrate   | Demonstrate  | Demonstrate               |  |
|                                      | understanding of  | understanding of   | understanding of          |  |
| Progression of                       | figurative language, word   | figurative language, word  | figurative language, word |  |
| Standard Across                      | relationships, and  | relationships, and   | relationships, and        |  |
| Grades                               | nuances in word   | nuances in word  | nuances in word           |  |
| Oraces                               | meanings. (Click link   | meanings. (See details   | meanings. (Click link     |  |
|                                      | above for details.)   | above.)  | above for details.)       |  |
|                                      |   |  |                           |  |
|                                      |   |  |                           |  |





|  |  | in or manorial  |   |  |
|--|--|---|---|--|
| RI.7.13  | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.                |   |   |  |
| To address this standard, students could:  • Select and read increasingly complex informational texts at or above grade level. |  |   |   |  |
| Kansas High School<br>Graduates Can:   | I INTERNET MEANING TRAIN A VARIETY OF INTORMATIONAL TEXTS  |   |   |  |
|  |  |   |   |  |
|  | RI.6.13  | RI.7.13   | RI.8.13   |  |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 6. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8. |  |

### **Grade 8**

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                 | W.8.1<br>W.8.4<br>W.8.7<br>W.8.10<br>W.8.12      | W.8.2<br>W.8.5<br>W.8.8<br>W.8.11     | W.8.3<br>W.8.6<br>W.8.9               |
|---|--|---------------------------------------|---------------------------------------|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening                                       | SL.8.1<br>SL.8.4<br>SL.8.7                       | SL.8.2<br>SL.8.5<br>SL.8.8            | SL.8.3<br>SL.8.6                      |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text | RL.8.1<br>RL.8.4<br>RL.8.7<br>RL.8.10<br>RL.8.13 | RL.8.2<br>RL.8.5<br>RL.8.8<br>RL.8.11 | RL.8.3<br>RL.8.6<br>RL.8.9<br>RL.8.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas   | RI.8.1<br>RI.8.4<br>RI.8.7                       | RI.8.2<br>RI.8.5<br>RI.8.8            | RI.8.3<br>RI.8.6<br>RI.8.9            |

Language in Reading: Informational

Range of Reading and Level of Text

RI.8.10

RI.8.13

RI.8.11

RI.8.12

### **Text Types and Purposes**

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Language in Writing

- W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
  - b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - c. Form and use verbs in the active and passive voice.
  - d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - e. Recognize and correct inappropriate shifts in verb voice and mood.
- W.8.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

### Range of Writing

W.8.12 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.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### **Comprehension and Collaboration**

| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- |
|--------|---|
|        | led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and  |
|        | expressing their own clearly.   |

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language in Speaking and Listening

- SL.8.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - SL.8.7.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
  - SL.8.7.b Form and use verbs in the active and passive voice.
  - SL.8.7.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - SL.8.7.d Recognize and correct inappropriate shifts in verb voice and mood.
- SL.8.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Grade 8**

### **Reading: Literature**

### **Key Ideas and Details**

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### **Craft and Structure**

- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Integration of Knowledge and Ideas

- RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.8 (Not applicable for literature)
- RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### Language in Reading: Literature

- RL.8.10 Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
- RL.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.
  - RL.8.11.a Use context as a clue to the meaning of a word or phrase.
  - RL.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - RL.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RL.8.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RL.8.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RL.8.12.a Interpret figures of speech in context.
  - RL.8.12.b Use the relationship between particular words to better understand each of the
  - RL.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

### Range of Reading and Level of Text

RL.8.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### **Grade 8**

### **Reading: Informational**

### **Key Ideas and Details**

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **Craft and Structure**

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Integration of Knowledge and Ideas

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### Language in Reading: Informational

- RI.8.10 Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
- RI.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.
  - RI.8.11.a Use context as a clue to the meaning of a word or phrase.
  - RI.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - RI.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - RI.8.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RI.8.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RI.8.12.a Interpret figures of speech in context.
  - RI.8.12.b Use the relationship between particular words to better understand each of the
  - RI.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

### Range of Reading and Level of Text

- RI.8.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8.
  - <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

|   | Write arguments to suppor   | t claims with clear reasons an   | d relevant evidence.   |  |
|---|---|--|--|--|
| W.8.1   | <ul> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |  |  |  |
| To address this standard, students <i>could</i> : |   |  |  |  |
|   | using relevant evidence to si   |  |  |  |
|   | dible textual evidence to sup   | port their claim.  |  |  |
| Acknowledge and ref                               | fute opposing viewpoints.   |  |  |  |
| Kansas High School<br>Graduates Can:              | Use valid reasoning and relevant and sufficient evidence to support a written argument.   |  |  |  |
|   |   |  |  |  |
|   | <u>W.7.1</u>  | W.8.1  | <u>W.9-10.1</u>  |  |
| Progression of<br>Standard Across                 | Write arguments to support claims with clear reasons and relevant evidence. (Click link   | Write arguments to support claims with clear reasons and relevant evidence. (See details | Write arguments to support claims in an analysis of substantive topics or texts, using valid |  |

evidence. (See details

above.)

analysis of substantive topics or texts, using valid

reasoning and relevant

and sufficient evidence. (Click link above for

details.)

evidence. (Click link

above for details.)

Grades

|                       | viitiig  |
|-----------------------|--|
|                       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| W.8.2                 | <ul> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> |
| To address this stand | ard. students <i>could</i> :   |

- Introduce and develop a topic using common organizational structures.
- Determine the most effective organizational structure to present information.
- Analyze and include relevant information to support examination of a topic.

### **Kansas High School Graduates Can:**

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

|   | <u>W.7.2</u>   | W.8.2   | <u>W.9-10.2</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (See details<br>above.) | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Click link above for details.) |

# **Grade 8**

|                        | Writing  |
|------------------------|--|
|                        | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   |
| W.8.3                  | <ul> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences</li> </ul> |
|                        | and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.   |
| To address this stand  | lard, students <i>could</i> :  |
| try out different word | identify places within a piece of writing to include transitional words, and ds to determine which is most appropriate. conference with an adult or peer to discuss the effectiveness of a   |

# **Graduates Can:**

conclusion, and work to improve it.

**Kansas High School** | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

|   | <u>W.7.3</u>   | W.8.3   | <u>W.9-10.3</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.) | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details above.) | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Click link above for details.) |

### <u>K</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> 8 <u>9-10</u> **11-12**

### Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4 (Grade-specific expectations for writing types are defined in Writing standards 1-3.) To address this standard, students could: Determine the writing style that best fits a particular task, purpose, and audience, and make stylistic adjustments if a style is not appropriate. Compose a clear, logical piece of writing to demonstrate understanding of a topic. Kansas High School Create texts appropriate for specific purposes, audiences, and tasks. **Graduates Can:** W.7.4 W.8.4 W.9-10.4 Produce clear and Produce clear and Produce clear and coherent writing in coherent writing in coherent writing in **Progression of** which the development, which the which the **Standard Across** organization, and style development, development, Grades organization, and style are appropriate to task, organization, and style are appropriate to purpose, and audience. are appropriate to task,

purpose, and audience.

task, purpose, and

audience.

# W.8.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### To address this standard, students could:

- Participate in writing workshops that include opportunities for peers to brainstorm together and share ideas, read and respond to written work, and collaborate to find more effective approaches in their writing.
- Reflect on areas of need in their own writing, and prepare for a writing conference with an adult or peer by jotting down questions or notes about what feedback is needed on a piece of writing.

# Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

|   | <u>W.7.5</u>   | W.8.5  | <u>W.9-10.5</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### To address this standard, students could:

- Independently determine the proper technology tool(s) to successfully produce and publish writing.
- Make connections between information and ideas and explain them using technology.

Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

### Progression of Standard Across Grades

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.6





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<u>11-12</u>

### W.8.7

Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### To address this standard, students *could*:

- Focus research around a central question.
- Identify multiple sources of evidence to answer a central question.
- Generate additional related questions which allow for multiple avenues of explorations.

### Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

|   | <u>W.7.7</u>  | W.8.7   | <u>W.9-10.7</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |





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<u>11-12</u>

W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### To address this standard, students could:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.

## Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

### W.7.8 W.8.8 W.9-10.8 Gather relevant Gather relevant Gather relevant information from information from information from multiple print and digital multiple print and digital multiple authoritative sources, using search sources, using search print and digital terms effectively: terms effectively: sources, using assess the credibility assess the credibility advanced searches and accuracy of each and accuracy of each effectively; assess the **Progression of** source; and quote or source; and quote or usefulness of each **Standard Across** paraphrase the data paraphrase the data source in answering the Grades and conclusions of and conclusions of research question; others while avoiding others while avoiding integrate information plagiarism and plagiarism and into the text selectively following a standard following a standard to maintain the flow of format for citation. format for citation. ideas, avoiding plagiarism and following a standard format for citation.

### <u>7</u>

9-10

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|--|--|---|---|--|
| W.8.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.        |   |   |  |
| To address this stand  | To address this standard, students <i>could</i> :  |   |   |  |
| Determine the best textual evidence to support an assertion. |  |   |   |  |
| Kansas High School<br>Graduates Can:                         | Locate and use supportive and relevant evidence from a range of text types to strengthen original works. |   |   |  |
|  | <u>W.7.9</u>   | W.8.9   | <u>W.9-10.9</u>   |  |
| Progression of<br>Standard Across<br>Grades                  | Draw evidence from literary or informational texts to support analysis, reflection, and research.        | Draw evidence from literary or informational texts to support analysis, reflection, and research. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |

| • • • • • • • • • • • • • • • • • • •             |   |  |   |  |
|---|---|--|---|--|
| W.8.10  | Demonstrate command of the conventions of standard English grammar and usage when writing.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.  b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  c. Form and use verbs in the active and passive voice.  d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  e. Recognize and correct inappropriate shifts in verb voice and mood. |  |   |  |
| To address this stand                             |   |  |   |  |
| To address this standard, students <i>could</i> : |   |  |   |  |
| Produce a piece of purpose.                       | reade a present many are passive releasing to define to a parassalar  |  |   |  |
| Kansas High School<br>Graduates Can:              | Accurately and effectively use standard English grammar and usage when writing.   |  |   |  |
|   |   |  |   |  |
|   | <u>W.7.10</u>   | W.8.10   | <u>W.9-10.10</u>  |  |
| Progression of<br>Standard Across<br>Grades       | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |  |

### Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.8.11 a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. To address this standard, students *could*: Compose an essay about a novel they have read, and use an ellipsis to truncate a long quotation they wish to include. Accurately and effectively use the mechanics of standard English for the Kansas High School **Graduates Can:** purpose of productive communication. W.7.11 W.9-10.11 W.8.11 Demonstrate command Demonstrate command Demonstrate command of the conventions of of the conventions of of the conventions of **Progression of** standard English standard English standard English **Standard Across** capitalization, capitalization, capitalization, Grades punctuation, and punctuation, and punctuation, and spelling when writing. spelling when writing. spelling when writing. (Click link above for (See details above.) (Click link above for details.) details.)

### 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 W.8.12 of discipline-specific tasks, purposes, and audiences. To address this standard, students could: Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned. Kansas High School Write routinely over varied time frames for a range of tasks, purposes, and **Graduates Can:** audiences. W.7.12 W.8.12 W.9-10.12 Write routinely over Write routinely over Write routinely over extended time frames extended time frames extended time frames (time for research. (time for research, (time for research. **Progression of** reflection, and revision) reflection, and revision) reflection, and revision) **Standard Across** and shorter time frames and shorter time frames and shorter time frames **Grades** (a single sitting or a day (a single sitting or a day (a single sitting or a day or two) for a range of or two) for a range of or two) for a range of discipline-specific tasks, discipline-specific tasks, tasks, purposes, and purposes, and purposes, and audiences. audiences. audiences.

| SL.8.1               | <ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> |
|----------------------|--|
| o address this stand | dard. students <i>could</i> :  |

- Review the key ideas presented in academic discourse and incorporate the ideas of others.
- Justify their viewpoints when presented with new, relevant information.
- Refer to textual evidence when presenting information.

### **Kansas High School Graduates Can:**

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.7.1</u>  | SL.8.1  | <u>SL.9-10.1</u>  |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.) | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (See details above.) | Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Click link above for details.) |

# Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. To address this standard, students could: Identify the purpose of information presented from multimedia sources. Analyze the rationale behind its use. Kansas High School Graduates Can: Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

|   | <u>SL.7.2</u>  | SL.8.2   | <u>SL.9-10.2</u>   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |

| opeaning and Electrining                    |   |   |   |  |
|---|---|---|---|--|
| SL.8.3                                      | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |   |   |  |
| To address this stand                       | ard, students <i>could</i> :  |   |   |  |
| Differentiate between                       | Differentiate between relevant and irrelevant evidence.   |   |   |  |
| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.  |   |   |  |
|   |   |   |   |  |
|   | <u>SL.7.3</u>   | SL.8.3  | <u>SL.9-10.3</u>  |  |
| Progression of<br>Standard Across<br>Grades | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |  |

### SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### To address this standard, students could:

- Distinguish between relevant and irrelevant evidence when supporting a claim.
- Present information in a logical, organized manner.
- Use common public speaking norms.

### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

**SL.8.4** 

### Progression of Standard Across Grades

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.4

| SL.8.5  | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.                 |  |   |  |
|---|---|--|---|--|
| To address this stand   | To address this standard, students <i>could</i> :   |  |   |  |
| <ul> <li>Determine points that need clarification, strengthening, or added interest.</li> <li>Incorporate relevant forms of media and/or graphics to clarify information and emphasize key points.</li> </ul> |   |  |   |  |
| Kansas High School<br>Graduates Can:  | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |  |   |  |
|   |   |  |   |  |
|   | <u>SL.7.5</u>   | SL.8.5   | <u>SL.9-10.5</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                       | Integrate multimedia<br>and visual displays into<br>presentations to clarify<br>information, strengthen<br>claims and evidence,<br>and add interest. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |

| opeaking and Listering   |   |   |   |  |  |
|--|---|---|---|--|--|
| SL.8.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |   |   |  |  |
| To address this standard, students could:  • Use grade-level appropriate academic language versus informal language when presenting. |   |   |   |  |  |
| Kansas High School<br>Graduates Can:   | Effectively adapt speech to fit a variety of contexts and communication situations.                                     |   |   |  |  |
|  | <u>SL.7.6</u> SL.8.6 <u>SL.9-10.6</u>   |   |   |  |  |
| Progression of<br>Standard Across<br>Grades  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  |  |

|  | Opeaking and Eletering   |  |  |  |
|--|--|--|--|--|
|  | Demonstrate command or usage when writing or sp                                  | of the conventions of stand eaking.  | ard English grammar and  |  |
|  |  | ctive and passive voice an   | d in the conditional and   |  |
| CI 0.7   |  | to achieve particular effect   |  |  |
| SL.8.7   | •  | os in the active and passive   |  |  |
|  |  | os in the indicative, impera   |  |  |
|  | conditional, and su  | •  | iive, iiiterrogative,  |  |
|  | d. Recognize and correct inappropriate shifts in verb voice and mood.            |  |  |  |
| To address this standa   |  |  |  |  |
| To address time started  | ara, staderits coura.  |  |  |  |
| <ul> <li>Compose a speech about an important topic, and practice changing key sentences in the speech<br/>to achieve different effects for different audiences.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking. |  |  |  |
|  |  |  |  |  |
|  | <u>SL.7.7</u>  | SL.8.7   | <u>SL.9-10.7</u>   |  |
| Progression of<br>Standard Across  | Demonstrate command of the conventions of standard English grammar and usage     | Demonstrate command of the conventions of standard English grammar and usage | Demonstrate command of the conventions of standard English grammar and usage |  |

### Acquire and use accurately grade-appropriate general academic and **SL.8.8** domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. To address this standard, students *could*: Participate in a discussion with peers in which each peer assumes the role of a different character in a text, and/or an important figure in United States History, and engage in a discussion that requires the use of domain-appropriate vocabulary that the character would have used. Use a variety of context-appropriate words in a range of situations, and Kansas High School engage in effective strategies for determining word meanings and adding **Graduates Can:** new words to a personal vocabulary bank. SL.7.8 **SL.8.8** SL.9-10.8 Acquire and use Acquire and use Acquire and use accurately general accurately gradeaccurately gradeacademic and domainappropriate general appropriate general academic and domainacademic and domainspecific words and specific words and specific words and phrases, sufficient for phrases; gather phrases; gather the college and career **Progression of** vocabulary knowledge vocabulary knowledge readiness level: **Standard Across** when considering a when considering a demonstrate Grades word or phrase word or phrase independence in important to important to gathering vocabulary comprehension or comprehension or knowledge when expression. expression. considering a word or phrase important to comprehension or expression.

# **Grade 8**Reading: Literature

### Cite the textual evidence that most strongly supports an analysis of what the **RL.8.1** text says explicitly as well as inferences drawn from the text. To address this standard, students could: Determine the most relevant evidence to support an analysis of the text. Determine the most relevant evidence to support an inference drawn from the text. Read closely through multiple interactions with a text in order to determine Kansas High School what the text says explicitly and to make logical inferences; cite specific **Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RL.7.1 **RL.8.1** RL.9-10.1 Cite several pieces of Cite the textual evidence Cite strong and textual evidence to that most strongly thorough textual **Progression of** supports an analysis of evidence to support support analysis of **Standard Across** what the text says what the text says analysis of what the text **Grades** explicitly as well as explicitly as well as says explicitly as well as

inferences drawn from

the text.

inferences drawn from

the text.

inferences drawn

from the text.

## RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

## To address this standard, students could:

- Construct an independent summary using details from the text.
- Analyze the impact of plot elements on theme development.
- Analyze how plot elements shape a central idea over the course of the text.

## Kansas High School Graduates Can:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL.8.2** 

## Progression of Standard Across Grades

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.2** 

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.2







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### **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. To address this standard, students could: Analyze the importance of dialogue in a story or drama. Recognize how dialogue and event(s) shape multiple aspects of a story. Kansas High School Analyze elements of plot as they relate to the meaning of a text. **Graduates Can: RL.7.3** RL.9-10.3 **RL.8.3** Analyze how Analyze how complex Analyze how particular particular elements of lines of dialogue or characters (e.g., those a story or drama incidents in a story or with multiple or **Progression of** interact (e.g., how drama propel the conflicting motivations) **Standard Across** develop over the course setting shapes the action, reveal aspects Grades characters or plot). of a character, or of a text, interact with provoke a decision. other characters, and advance the plot or develop the theme.

# word choices on meaning and tone, including analogies or allusions to other texts.

To address this standard, students could:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand how analogies and allusions are used within a text.
- Analyze the impact of figurative language on meaning and tone.

## Kansas High School Graduates Can:

**RL.8.4** 

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific

#### **RL.8.4 RL.7.4** RL.9-10.4 Determine the meaning Determine the meaning Determine the meaning of words and phrases of words and phrases of words and phrases as they are used in a as they are used in a as they are used in the text, including figurative text, including figurative text, including figurative and connotative and connotative and connotative **Progression of** meanings; analyze the meanings; analyze the meanings; analyze the **Standard Across** impact of rhymes and impact of specific word cumulative impact of **Grades** other repetitions of choices on meaning specific word choices sounds (e.g., and tone, including on meaning and tone alliteration) on a analogies or allusions to (e.g., how the language evokes a sense of time specific verse or stanza other texts. of a poem or section of and place; how it sets a a story or drama formal or informal tone).

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### **RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

## To address this standard, students *could*:

- Compare and contrast the structures of multiple texts.
- Understand how an author's style contributes to the text.
- Analyze how the structure of a text adds to the meaning and style.

RL.7.5

# Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

**RL.8.5** 

## Progression of Standard Across Grades

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.5





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### Analyze how differences in the points of view of the characters and the **RL.8.6** audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. To address this standard, students could: Explain how the author uses point of view to create different effects. Analyze why the author uses multiple points of view within the text. **Kansas High School** Recognize that different perspectives can be presented in different ways for Graduates Can: different purposes. **RL.7.6 RL.8.6** RL.9-10.6 Explain how an author Analyze how differences Analyze a particular develops the point of in the points of view of point of view or cultural view of the narrator or the characters and the experience reflected in **Progression of** audience or reader a work of literature from **Standard Across** speaker in a text. Analyze how an author (e.g., created through outside the United Grades develops and contrasts the use of dramatic States, drawing on a the points of view of irony) create such wide reading of world different characters or effects as suspense or literature. narrators in a text. humor.

### Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made **RL.8.7** by the director or actors. To address this standard, students could: Recognize how closely a production of a story follows the written plotline. Assess choices made by the director or actors in their interpretation of a story or drama. **Kansas High School** Adjust their reading to accommodate non-print formats (illustrations, graphs, **Graduates Can:** video, etc.) in addition to print formats, in order to understand content. **RL.8.7** RL.9-10.7 RL.7.7 Compare and contrast a Analyze the extent to Analyze the written story, drama, or which a filmed or live representation of a subject or a key scene poem to its audio. production of a story or drama stays faithful to in two different artistic filmed, staged, or **Progression of** multimedia version, or departs from the text mediums, including **Standard Across** analyzing the effects of or script, evaluating the what is emphasized or Grades techniques unique to choices made by the absent in each each medium (e.g., director or actors. treatment.

lighting, sound, color, or

camera focus and angles in a film).

| RL.8.8                                      | (Not applicable for literature)  |  |  |  |
|---|--|--|--|--|
| To address this stand                       | To address this standard, students <i>could</i> :  |  |  |  |
| Kansas High School<br>Graduates Can:        | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |  |
|   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |  |  |  |  |

## **RL.8.9**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## To address this standard, students could:

• Recognize the literary connections between the past and the present.

RL.7.9

 Evaluate how the incorporation of elements from a classic work contribute to the creation of a modern text.

# Kansas High School Graduates Can:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RL.8.9** 

## Progression of Standard Across Grades

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Analyze how an author draws on and transforms source material in a specific work.

RL.9-10.9

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| Neading. Literature                         |  |  |   |  |
|---|--|--|---|--|
| RL.8.10                                     | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. |  |   |  |
| To address this stand                       | ard, students <i>could</i> :   |  |   |  |
| Discuss with peers t                        | he ways in which a poem u  | ses punctuation to impact r  | neaning.  |  |
| Kansas High School<br>Graduates Can:        |  |  |   |  |
|   |  |  |   |  |
|   | RL.7.10  | RL.8.10  | RL.9-10.10  |  |
| Progression of<br>Standard Across<br>Grades | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. | Use knowledge of language and its conventions when reading to aid comprehension of literary texts. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Click link above for details.) |  |

|  | Reading: Literature  |  |  |
|--|--|--|--|
| RL.8.11  | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase. |  |  |
| To address this stand  | To address this standard, students <i>could</i> :  |  |  |
| Use an app to find meanings and pronunciations of unknown words. |  |  |  |
| Kansas High School<br>Graduates Can:                             | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.   |  |  |

|   | <u>RL.7.11</u>   | RL.8.11  | RL.9-10.11   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Determine or clarify<br>the meaning of<br>unknown and multiple-<br>meaning words and<br>phrases based on<br>Grade 7 reading and<br>content, choosing<br>flexibly from a range of<br>strategies. (Click link<br>above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (See details above.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) |

| Reading. Literature        |  |                        |                         |  |  |
|----------------------------|--|------------------------|-------------------------|--|--|
| RL.8.12                    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions). |                        |                         |  |  |
| To address this stand      | ard, students <i>could</i> :   |                        |                         |  |  |
|                            | impact the meaning of the poem.  |                        |                         |  |  |
| Graduates Can:             | Understand word meanings, and nuances in word meanings when reading.   |                        |                         |  |  |
|                            |  |                        |                         |  |  |
| RL.7.12 RL.8.12 RL.9-10.12 |  |                        |                         |  |  |
|                            | Demonstrate Demonstrate Demonstrate  |                        |                         |  |  |
| Progression of             | understanding of understanding of understanding of   |                        |                         |  |  |
| Standard Across            | figurative language, figurative language, word figurative language,  |                        |                         |  |  |
| Grades                     | word relationships,  | relationships, and     | word relationships, and |  |  |
|                            | and nuances in word  | nuances in word        | nuances in word         |  |  |
|                            | meanings. (Click link  | meanings. (See details | meanings. (Click link   |  |  |
|                            | above for details.)  | above.)                | above for details.)     |  |  |

| $\mathbf{J}$                                |  |  |  |
|---|--|--|--|
| RL.8.13                                     | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8.  |  |  |
| To address this stand                       | ard, students <i>could</i> :   |  |  |
| Select and read inci                        | reasingly complex literary t   | exts at or above grade leve  | el.  |
| Kansas High School<br>Graduates Can:        | Interpret meaning from a variety of texts on their own.  |  |  |
|   |  |  |  |
|   | <u>RL.7.13</u>   | RL.8.13  | RL.9-10.13   |
| Progression of<br>Standard Across<br>Grades | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 7. | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8. | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 9. |

### Cite the textual evidence that most strongly supports an analysis of what the **RI.8.1** text says explicitly as well as inferences drawn from the text. To address this standard, students could: Determine the most relevant evidence to support an analysis of the text. Determine the most relevant evidence to support an inference drawn from the text. Read closely through multiple interactions with a text in order to determine **Kansas High School** what the text says explicitly and to make logical inferences; cite specific **Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RI.7.1 RI.8.1 RI.9-10.1 Cite the textual Cite several pieces of Cite strong and textual evidence to evidence that most thorough textual **Progression of** support analysis of evidence to support strongly supports an Standard Across what the text says analysis of what the text analysis of what the **Grades** explicitly as well as says explicitly as well as text says explicitly as inferences drawn from inferences drawn from well as inferences drawn from the text. the text. the text.

## **RI.8.2**

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

## To address this standard, students could:

- Analyze how central ideas develop over the course of a text.
- Explain how relevant details in a text support the central ideas.
- Construct an independent summary using details from the text.

# Kansas High School Graduates Can:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.8.2** 

## Progression of Standard Across Grades

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.2** 

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.2

### Analyze how a text makes connections among and distinctions between **RI.8.3** individuals, ideas, or events (e.g., through comparisons, analogies, or categories). To address this standard, students could: Analyze connections between individuals, ideas, and events in a text. Analyze distinctions between individuals, ideas, and events in a text. **Kansas High School** Extract meaning and purpose from informational text by analyzing its **Graduates Can:** structure and organization. RI.7.3 RI.9-10.3 **RI.8.3** Analyze the interactions Analyze how a text Analyze how the author between individuals, unfolds an analysis or makes connections events, and ideas in a among and distinctions series of ideas or Progression of text (e.g., how ideas between individuals, events, including the **Standard Across** influence individuals or order in which the ideas, or events (e.g., **Grades** events, or how through comparisons, points are made, how individuals influence analogies, or they are introduced and developed, and the ideas or events). categories). connections that are drawn between them.

# Grade 8

**Reading: Informational** 

### **RI.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## To address this standard, students could:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand how analogies and allusions are used within text.
- Analyze the impact of figurative language on meaning and tone.

## Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

**RI.8.4** 

## Progression of Standard Across Grades

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**RI.7.4** 

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.4

|   |  | iioiiiiatioiiai |                |  |
|---|--|-----------------|----------------|--|
| RI.8.5                                      | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                |                 |                |  |
| To address this stand                       | ard, students <i>could</i> :   |                 |                |  |
| development of idea                         | uctural elements of a text cas.  pecific sentences in expan  | · ·             | f the text and |  |
| Kansas High School<br>Graduates Can:        | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.             |                 |                |  |
|   |  |                 |                |  |
|   | <u>RI.7.5</u>  | RI.8.5          | RI.9-10.5      |  |
| Progression of<br>Standard Across<br>Grades | Analyze the structure an author uses to  Organize a text  Analyze in detail the structure of a specific an author's ideas or paragraph in a text claims are developed. |                 |                |  |

### Determine an author's point of view or purpose in a text and analyze how the **RI.8.6** author acknowledges and responds to conflicting evidence or viewpoints. To address this standard, students *could*: Identify evidence the author uses to support their point of view in a text. Identify conflicting evidence or viewpoints in a text. Analyze how the author responds to the conflicting evidence or viewpoints. Recognize that different perspectives can be presented in different ways for Kansas High School **Graduates Can:** different purposes. **RI.7.6 RI.8.6** RI.9-10.6 Determine an author's Determine an author's Determine an author's **Progression of** point of view or purpose point of view or purpose point of view or purpose in a text and analyze in a text and analyze in a text and analyze **Standard Across** how the author how the author how an author uses **Grades** distinguishes his or her acknowledges and rhetoric to advance that

position from that of

others.

responds to conflicting

evidence or viewpoints.

point of view or

purpose.

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|---|---|--|---|--|
| RI.8.7  | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |  |   |  |
| To address this standard, students <i>could</i> :  • Analyze the pros and cons of using print versus multimedia to portray a topic or idea. |   |  |   |  |
| Kansas High School<br>Graduates Can:  |   |  |   |  |
|   |   |  |   |  |
| <u>RI.7.7</u> RI.8.7 <u>RI.9-10.7</u>   |   |  |   |  |
| Progression of<br>Standard Across<br>Grades   | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |  |

### Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; **RI.8.8** recognize when irrelevant evidence is introduced. To address this standard, students could: Follow the progression of logic in an argument, recognizing flaws in the argument. Determine if ample and pertinent evidence is presented within the argument. **Kansas High School** Follow the logic of an argument based on the validity of the claim and **Graduates Can:** evidence presented. **RI.7.8 RI.8.8** RI.9-10.8 Trace and evaluate the Delineate and evaluate Delineate and evaluate argument and specific the argument and the argument and claims in a text, specific claims in a text, specific claims in a text, **Progression of** assessing whether the assessing whether the assessing whether the **Standard Across** reasoning is sound and reasoning is sound and reasoning is valid and Grades the evidence is relevant the evidence is relevant the evidence is relevant and sufficient to support and sufficient; recognize and sufficient; identify when irrelevant the claims. false statements and

evidence is introduced.

fallacious reasoning.

# Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. To address this standard, students could: Analyze two or more texts for conflicting information. Evaluate the discrepancies between the texts. Kansas High School Graduates Can: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.7.9 RI.8.9 RI.9-10.9 Analyze how two or Analyze a case in which Analyze seminal U.S.

## Progression of Standard Across Grades

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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|--------------------------------------|---|---------------------------------|---------------------------|
| RI.8.10                              | Use knowledge of language and its conventions when reading to aid comprehension of informational texts. |                                 |                           |
| To address this stand                | ard, students <i>could</i> :  |                                 |                           |
| Select, read, and dis-               | scuss with peers a text abo   | out a career of interest to the | ne student.               |
| Kansas High School<br>Graduates Can: |   |                                 |                           |
|                                      |   |                                 |                           |
|                                      | <u>RI.7.10</u>  | RI.8.10                         | RI.9-10.10                |
|                                      | Use knowledge of  | Use knowledge of                | Apply knowledge of        |
|                                      | language and its  | language and its                | language to understand    |
| Progression of                       | conventions when  | conventions when                | how language functions    |
| Standard Across                      | reading to aid  | reading to aid                  | in different contexts, to |
| Grades                               | comprehension of  | comprehension of                | make effective choices    |
|                                      | informational texts.  | informational texts.            | for meaning or style,     |
|                                      |   |                                 | and to comprehend         |
|                                      |   |                                 | more fully when reading   |
|                                      |   |                                 | or listening.             |

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|--|--|--------------|--|--|
|  | Reading: In  | nformational |  |  |
| Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase. |  |              |  |  |
| To address this stand  | lard, students <i>could</i> :  |              |  |  |
| <ul> <li>Read a text about plant adaptations, and use context and knowledge of Greek or Latin affixes and<br/>roots as clues to word meanings.</li> </ul>  |  |              |  |  |
| Kansas High School<br>Graduates Can:   | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words. |              |  |  |
|  |  |              |  |  |
|  | <u>RI.7.11</u> RI.8.11 <u>RI.9-10.11</u>   |              |  |  |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases words or phrases based words and phrases.   |  |              |  |  |

## Progression of Standard Across Grades

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (See details above.)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

# Grade 8

Reading: Informational

| RI.8.12   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions).  |  |  |  |  |
|---|---|--|--|--|--|
| To address this standard, students could:  Read an informational text from the same time period as a novel read in class, and discuss the author's use of figures of speech and specific words, and how his or her language contributes to the meaning of a text. |   |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Understand word meanings, and nuances in word meanings when reading.  |  |  |  |  |
|   |   |  |  |  |  |
|   | RI.7.12 RI.8.12 RI.9-10.12  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)  RI.8.12  RI.9-10.12  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)  RI.9-10.12  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |  |  |  |  |

**Grade 8**Reading: Informational

| RI.8.13                                     | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8. |  |  |  |
|---|--|--|--|--|
| To address this stand                       | ard, students <i>could</i> :   |  |  |  |
| Select and read incr                        | easingly complex informati   | onal texts at or above grad  | e level.   |  |
| Kansas High School<br>Graduates Can:        |  |  |  |  |
|   |  |  |  |  |
|   | <u>RI.7.13</u> RI.8.13 <u>RI.9-10.13</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 7. | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8. | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 9. |  |

## Grades 9-10

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                 | W.9-10.1<br>W.9-10.4<br>W.9-10.7<br>W.9-10.10<br>W.9-10.12        | W.9-10.2<br>W.9-10.5<br>W.9-10.8<br>W.9-10.11 | W.9-10.3<br>W.9-10.6<br>W.9-10.9 |  |
|---|---|---|----------------------------------|--|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening                                       | SL.9-10.1<br>SL.9-10.4<br>SL.9-10.7                               | SL.9-10.2<br>SL.9-10.5<br>SL.9-10.8           | SL.9-10.3<br>SL.9-10.6           |  |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text | RL.9-10.1<br>RL.9-10.4<br>RL. 9-10.7<br>RL.9-10.10<br>RL. 9-10.13 | RL. 9-<br>RL. 9-<br>RL. 9-<br>RL.9-1          | 10.5<br>10.8                     | RL. 9-10.3<br>RL. 9-10.6<br>RL. 9-10.9<br>RL.9-10.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational                              | RI.9-10.1<br>RI.9-10.4<br>RI.9-10.7<br>RI.9-10.10                 | RI.9-10<br>RI.9-10<br>RI.9-10<br>RI.9-10      | 0.5<br>0.8                       | RI.9-10.3<br>RI.9-10.6<br>RI.9-10.9<br>RI.9-10.12    |

RI.9-10.13

Range of Reading and Level of Text

### **Text Types and Purposes**

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
  - b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows and supports the argument presented.
- W.9-10.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Language in Writing

- W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
  - b. Use parallel structure.
  - c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
- W.9-10.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

### Range of Writing

W.9-10.12 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 tasks, purposes, and audiences.

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# **Grades 9-10**Speaking and Listening

## **Comprehension and Collaboration**

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - SL.9-10.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
  - SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## Presentation of Knowledge and Ideas

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language in Speaking and Listening

- SL.9-10.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
  - SL.9-10.7.a Use parallel structure.
  - SL.9-10.7.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- SL.9-10.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **Grades 9-10 Reading: Literature**

## **Key Ideas and Details**

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development.
- RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### **Craft and Structure**

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
- RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature.

## Integration of Knowledge and Ideas

- RL.9-10.7 Analyze and evaluate the representation of a subject or a key scene in multiple mediums-including media, artistic, and other visual formats.
- RL.9-10.8 (Not applicable for literature)
- RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.

## Language in Reading: Literature

- RL.9-10.10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- RL.9-10.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - RL.9-10.11.a Use context as a clue to the meaning of a word or phrase.
  - RL.9-10.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
  - RL.9-10.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - RL.9-10.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RL.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RL.9-10.12.a Interpret figures of speech in context and analyze their role in the text.
  - RL.9-10.12.b Analyze nuances in the meaning of words with similar denotations.

### Range of Reading and Level of Text

RL.9-10.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.

## Grades 9-10

## **Reading: Informational**

## **Key Ideas and Details**

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **Craft and Structure**

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

### Language in Reading: Informational

- RI.9-10.10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.
  - RI.9-10.10.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- RI.9-10.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - RI.9-10.11.a Use context as a clue to the meaning of a word or phrase.
  - RI.9-10.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
  - RI.9-10.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - RI.9-10.11.d Verify the preliminary determination of the meaning of a word or phrase.
- RI.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - RI.9-10.12.a Interpret figures of speech in context and analyze their role in the text.
  - RI.9-10.12.b Analyze nuances in the meaning of words with similar denotations.

### Range of Reading and Level of Text

RI.9-10.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| Writing   |   |  |  |  |
|---|---|--|--|--|
|   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |  |  |  |
| W.9-10.1  | <ul> <li>a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.</li> <li>b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows and supports the argument presented.</li> </ul> |  |  |  |
| To address this standard, students <i>could</i> :   |   |  |  |  |
| <ul> <li>Research an important community problem, and compose a piece of writing in which they acknowledge the problem, different perspectives on the problem, and then propose a solution to the problem.</li> </ul> |   |  |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |  |
|   |   |  |  |  |
|   | <u>W.8.1</u>  | W.9-10.1   | <u>W.11-12.1</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Write arguments to support claims with clear reasons and relevant evidence.   | Write arguments to support claims in an analysis of substantive topics or texts, using | Write arguments to support claims in an analysis of substantive topics or texts, using |  |

valid reasoning and relevant and sufficient

above.)

evidence. (See details

valid reasoning and

evidence. (Click link

above for details.)

relevant and sufficient

(Click link above for

details.)

Grades

Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts. extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2 c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## To address this standard, students could:

- Determine the most effective organizational structure to present complex ideas and information.
- Anticipate and acknowledge the reader's knowledge of the topic.

# Kansas High School Graduates Can:

Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

|   | <u>W.8.2</u>   | W.9-10.2  | <u>W.11-12.2</u>   |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.) | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (See details above.) | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Click link above for details.) |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| W.9-10.3   | <ul> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |  |   |
|--|--|--|---|
| <ul> <li>To address this standard, students could:</li> <li>Use narrative techniques to develop the progression of events in a story.</li> </ul> |  |  |   |
|  | os between events and i  | _  | o.y.  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |  |   |
|  |  |  |   |
|  | <u>W.8.3</u>   | W.9-10.3   | <u>W.11-12.3</u>  |
| Progression of<br>Standard Across<br>Grades  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See details above.) | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Click link above for details.) |

| W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.) |  |  |  |
|---|--|--|--|--|
| To address this stand   | To address this standard, students could:  |  |  |  |
| <ul> <li>Identify the writing style that best fits my task, purpose, and audience.</li> <li>Compose a clear, logical piece of writing to demonstrate understanding of a topic.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Create texts appropriate for specific purposes, audiences, and tasks.  |  |  |  |
|   |  |  |  |  |
|   | <u>W.8.4</u>   | W.9-10.4   | <u>W.11-12.4</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |

| W.9-10.5                                    | W.9-10.5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.                       |  |  |  |
|---|--|--|--|--|
| To address this stand                       | lard, students <i>could</i> :  |  |  |  |
| Utilize writing skills                      | to compose and refine a pi   | ece of writing.  |  |  |
| Kansas High School<br>Graduates Can:        |  |  |  |  |
|   |  |  |  |  |
|   | <u>W.8.5</u>   | W.9-10.5   | <u>W.11-12.5</u>   |  |
| Progression of<br>Standard Across<br>Grades | With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |  |

## W.9-10.6

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## To address this standard, students could:

- Independently determine the proper technology tools to successfully produce and publish writing.
- Make connections between information and ideas and explain them using technology.

# Kansas High School Graduates Can:

Effectively use a variety of digital tools to produce original works both independently and collaboratively.

## Progression of Standard Across Grades

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.6

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.6

Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.6

## Grades 9-10 Writing

### W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### To address this standard, students could:

- Focus research around a central question.
- Recognize when to broaden or narrow a search.
- Synthesize multiple sources of evidence to answer a central question.
- Generate additional related questions which allow for multiple avenues of explorations.

## Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

W.9-10.7

### Progression of Standard Across Grades

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.7

Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7





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## Grades 9-10 Writing

### W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### To address this standard, students could:

- Gather information and determine the credibility of sources used.
- Smoothly integrate information into to text
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.

### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

W.9-10.8

### Progression of Standard Across Grades

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.8.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas. avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.8











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### Grades 9-10 Writing

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|---|---|---|--|
| W.9-10.9                                    | Draw evidence from Grade 9-10 literary or informational texts to support analysis, reflection, and research.          |   |  |
| To address this stand                       | ard, students <i>could</i> :  |   |  |
| Determine the best                          | textual evidence to support   | t an assertion.   |  |
| Kansas High School<br>Graduates Can:        | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.              |   |  |
|   |   |   |  |
|   | <u>W.8.9</u>  | W.9-10.9  | <u>W.11-12.9</u>   |
| Progression of<br>Standard Across<br>Grades | Draw evidence from<br>Grade 8 literary or<br>informational texts to<br>support analysis,<br>reflection, and research. | Draw evidence from<br>Grade 9-10 literary or<br>informational texts to<br>support analysis,<br>reflection, and<br>research. | Draw evidence from<br>Grade 11-12 literary or<br>informational texts, to<br>support analysis,<br>reflection, and research. |

### Grades 9-10 Writing

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|---|---|---|---|--|
| W.9-10.10                                   | Demonstrate command of the conventions of standard English grammar and usage when writing.  a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.  b. Use parallel structure.  c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. |   |   |  |
| To address this stand                       |   | <u> </u>  |   |  |
| Write an article for a                      | a publication that requires s   | ubmissions to use a part  | ticular style guide.  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use standard English grammar and usage when writing.   |   |   |  |
|   |   |   |   |  |
|   | <u>W.8.10</u>   | W.9-10.10   | <u>W.11-12.10</u>   |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.) | Demonstrate command of<br>the conventions of standard<br>English grammar and<br>usage when writing. (Click<br>link above for details. |  |

### Grades 9-10 Writing

| W.9-10.11                                   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  c. Spell correctly. |   |  |  |
|---|--|---|--|--|
|   | <ul> <li>To address this standard, students could:</li> <li>Revise a piece of personal writing to include semicolons in a manner that will add meaning to the writing.</li> </ul>  |   |  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.  |   |  |  |
|   |  |   |  |  |
|   | <u>W.8.11</u>  | W.9-10.11   | <u>W.11-12.11</u>  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and spelling<br>when writing. (Click link<br>above for details.) |  |

## Grades 9-10 Writing

|   |   | itiiig  |  |  |
|---|---|---|--|--|
| W.9-10.12                                   | 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 tasks, purposes, and audiences.                     |   |  |  |
| To address this stand                       | ard, students <i>could</i> :  |   |  |  |
| Produce varied type and/or task assigne     | es and lengths of writing ba<br>d.  | sed on an understanding o   | of the discipline, purpose   |  |
| Kansas High School<br>Graduates Can:        | Write routinely over varied time frames for a range of tasks, purposes, and audiences.  |   |  |  |
|   |   |   |  |  |
|   | <u>W.8.12</u>   | W.9-10.12   | <u>W.11-12.12</u>  |  |
| Progression of<br>Standard Across<br>Grades | 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. | 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 tasks, purposes, and audiences. | 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 tasks, purposes. |  |

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### To address this standard, students could:

- Review the key ideas presented in academic discourse and incorporate the ideas of others.
- Justify viewpoints when presented with new, relevant information.

## Kansas High School Graduates Can:

SL.9-10.1

Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

|   | <u>SL.8.1</u>  | SL.9-10.1  | <u>SL.11-12.1</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.) | Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (See details above.) | Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Click link above for details.) |

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### Integrate multiple sources of information presented in diverse media or SL.9-10.2 formats evaluating the credibility and accuracy of each source. To address this standard, students could: Identify the purpose of information presented from multimedia sources. Analyze the rationale behind its use. Evaluate credibility of source. Kansas High School Synthesize information presented in diverse media and formats, assessing Graduates Can: its relevance and accuracy according to purpose and audience. **SL.8.2** SL.9-10.2 SL.11-12.2 Analyze the purpose of Integrate multiple Integrate multiple information presented sources of information sources of information in diverse media and presented in diverse presented in diverse media or formats, formats and media in formats (e.g., visually, **Progression of** quantitatively, orally) evaluating the order to make informed **Standard Across** and evaluate the credibility and accuracy decisions and solve **Grades** of each source. problems, evaluating the motives (e.g., social, commercial, political) credibility and accuracy of each source and behind its

noting any

the data.

discrepancies among

presentation.

| SL.9-10.3                                   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.   |   |   |  |
|---|---|---|---|--|
| To address this stand                       | ard, students <i>could</i> :  |   |   |  |
|   | n relevant and irrelevant<br>n credible and unsubstar<br>s use of rhetoric.   |   |   |  |
| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.  |   |   |  |
|   |   |   |   |  |
|   | <u>SL.8.3</u>   | SL.9-10.3   | <u>SL.11-12.3</u>   |  |
| Progression of<br>Standard Across<br>Grades | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |  |

### SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### To address this standard, students could:

- Incorporate common public speaking norms.
- Anticipate and attend to the needs of the audience.
- Identify best approach given the purpose, audience and task.

### Kansas High School Graduates Can:

Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

SL.9-10.4

### Progression of Standard Across Grades

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details: use appropriate eye contact, adequate volume and clear

pronunciation.

SL.8.4

Present information using supporting evidence clearly, concisely, and logically for a specific purpose, audience, and task

Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

SL.11-12.4

| SL.9-10.5  To address this stand            | Make strategic use of digunderstanding of finding   | gital media in presentations, reasoning, and evidence  |   |
|---|---|--|---|
| =   | forms of media and/or grant and/or grant and  | aphics to clarify information  | on.   |
| Kansas High School<br>Graduates Can:        | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |  |   |
|   |   |  |   |
| Progression of<br>Standard Across<br>Grades | SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.          | SL.9-10.5  Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | SL.11-12.5  Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

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|--|---|---|---|--|
| SL.9-10.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |   |   |  |
| To address this standard, students could:  • Use grade-level appropriate academic language versus informal language when presenting. |   |   |   |  |
| Kansas High School<br>Graduates Can:   | Effectively adapt speech to fit a variety of contexts and communication situations.                                     |   |   |  |
|  |   |   |   |  |
|  | <u>SL.8.6</u>   | SL.9-10.6   | SL.11-12.6  |  |
| Progression of<br>Standard Across<br>Grades  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |  |

|  | opeaning a   | =  |  |  |
|--|--|--|--|--|
| SL.9-10.7  | Demonstrate command of the conventions of standard English grammar and usage when speaking.  a. Use parallel structure.  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |  |  |  |
| To address this stand  | ard, students <i>could</i> :   |  |  |  |
| <ul> <li>View models of speeches in which the writer/speaker uses parallel structure or a particular type of phrase to achieve a specific effect, and practice similar language uses in their own work.</li> <li>Kansas High School Graduates Can:</li> </ul> Accurately and effectively use standard English grammar and usage when speaking. |  |  |  |  |
|  |  |  |  |  |
|  | <u>SL.8.7</u>  | SL.9-10.7  | SL.11-12.7   |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing or<br>speaking. (Click link<br>above for details.)   | Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.) | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.) |  |

### SL.9-10.8

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### To address this standard, students could:

Participate in a debate with peers over an important current community or world issue, in which
they prepare ahead of time by learning the important language related to the issue, consulting
resources to gain additional knowledge, and constructing a viable argument.

## Kansas High School Graduates Can:

Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

SL.9-10.8

### Progression of Standard Across Grades

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SL.8.8** 

Acquire and use accurately general academic and domainspecific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.8







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### RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### To address this standard, students could:

- Analyze the structure of a text.
- Consider author's word choice.
- Understand figurative language.
- Understand denotation and connotation.

### Kansas High School Graduates Can:

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|   | DI 0.4  | DI 0.40.4   | DI 44 40 4   |
|---|---|---|--|
|   | <u>RL.8.1</u>   | RL.9-10.1   | <u>RL.11-12.1</u>  |
| Progression of<br>Standard Across<br>Grades | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

### Determine a theme or central idea of a text and analyze in detail its RL.9-10.2 development. To address this standard, students could: Analyze development of theme and its reflection in other story elements. Analyze setting and its relationship to other story elements. Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships. Analyze elements of poetry and how those elements form patterns and create meaning. Determine central ideas or themes of a text and analyze their development; Kansas High School **Graduates Can:** summarize the key supporting details and ideas. **RL.8.2** RL.9-10.2 RL.11-12.2 Determine a theme or Determine a theme or Determine two or more central idea of a text central idea of a text and themes or central ideas and analyze its analyze in detail its of a text and analyze development over the development over the their development, **Progression of** course of the text, course of the text; including how they **Standard Across** provide an objective interact and build on one including its Grades relationship to the summary of the text. another to produce a

complex account;

provide an objective

summary of the text.

characters, setting,

and plot; provide an

the text.

objective summary of

## Analyze how complex characters over the course of a text, interact with other characters, and advance the plot or develop the theme.

### To address this standard, students could:

- Identify complex characters and explain what makes them complex.
- Analyze and explain how the literary elements affect the character's development throughout the text.
- Analyze the actions of the character and the interaction between characters throughout the text.
- Analyze how plot structures advance the narrative structure.

| Kansas High School<br>Graduates Can:        | Analyze elements of plot as they relate to the meaning of a text.   |   |  |
|---|---|---|--|
|   |   |   |  |
|   | <u>RL.8.3</u>   | RL.9-10.3   | RL.11-12.3   |
| Progression of<br>Standard Across<br>Grades | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |

### RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

### To address this standard, students could:

- Use context clues to determine meaning of unknown or unfamiliar words.
- Recognize that words have multiple meanings; apply appropriate meaning to context.
- Analyze how specific language interacts with elements of the text.

**RL.8.4** 

Recognize subtleties and nuances in language.

### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

RL.9-10.4

|                 | Determine the meaning      | Dete  |
|-----------------|----------------------------|-------|
|                 | of words and phrases       | of w  |
|                 | as they are used in a      | as th |
|                 | text, including figurative | text, |
| Progression of  | and connotative            | and   |
| Standard Across | meanings; analyze the      | mea   |
| Grades          | impact of specific word    | cum   |
|                 | choices on meaning         | spec  |
|                 | and tone, including        | on n  |
|                 | analogies or allusions     |       |
|                 | to other texts.            |       |

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.4

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### Analyze how an author's choices concerning how to structure a text, order RL.9-10.5 events within it, and manipulate time create such effects as mystery, tension, or surprise. To address this standard, students *could*: Analyze text structures and organizational patterns. Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections. Understand how an author uses text features and other elements to organize **Kansas High School** text (e.g., How do chapters work together to build a book?) and affect **Graduates Can:** meaning. **RL.8.5** RL.9-10.5 RL.11-12.5 Compare and contrast Analyze how an Analyze how an the structure of two or author's choices author's choices Progression of more texts and analyze concerning how to concerning how to **Standard Across** how the differing structure specific parts structure a text, order **Grades** structure of each text of a text contribute to its events within it, and

manipulate time create

tension, or surprise.

such effects as mystery,

overall structure and

aesthetic impact.

meaning as well as its

contributes to its

meaning and style.

| RL.9-10.6                                   | Analyze a particular point of view or cultural experience reflected in a work of literature.   |  |   |  |
|---|--|--|---|--|
| To address this stand                       |  |  |   |  |
|   | thor's intent based on conte<br>tts from cultures around the   | ext of culture and time perion<br>e world.   | od.   |  |
| Kansas High School<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.   |  |   |  |
|   |  |  |   |  |
|   | <u>RL.8.6</u>  | RL.9-10.6  | RL.11-12.6  |  |
| Progression of<br>Standard Across<br>Grades | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | Analyze a particular point-of-view or cultural experience reflected in a work of literature. | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. |  |

| Neduring: Enterature   |  |  |   |  |
|--|--|--|---|--|
| RL.9-10.7  | Analyze and evaluate the representation of a subject or a key scene as it is represented in multiple media formats.  |  |   |  |
| To address this standard, students <i>could</i> :  • Make connections thematically or topically between different media. |  |  |   |  |
| Kansas High School<br>Graduates Can:   | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.                                 |  |   |  |
|  |  |  |   |  |
|  | <u>RL.8.7</u>  | RL.9-10.7  | RL.11-12.7  |  |
| Progression of<br>Standard Across<br>Grades  | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Analyze and evaluate the representation of a subject or a key scene in multiple media formats. | Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. |  |

| RL.9-10.8                             | (Not applicable for literature)                   |  |  |  |
|---------------------------------------|---|--|--|--|
| To address this stand                 | To address this standard, students <i>could</i> : |  |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |  |
| Progression of Standard Across Grades |   |  |  |  |

### Analyze how an author draws on and transforms source material in a specific RL.9-10.9 work. To address this standard, students could: Recognize source material in related and unrelated texts. Recognize an author's purpose for using source material within the context of the new work. Kansas High School Analyze how two or more texts address similar themes or topics in order to **Graduates Can:** build knowledge or to compare the approaches the authors take. **RL.8.9** RL.9-10.9 RL.11-12.9 Analyze how a modern Analyze how an author Demonstrate knowledge work of fiction draws draws on and of foundational works of transforms source on themes, patterns of American and world events, or character material in a specific literature, including how **Progression of** two or more texts from types from myths, work. Standard Across traditional stories, or the same period treat **Grades** religious works such similar themes or topics. as the Bible, including describing how the material is rendered

new.

| RL.9-10.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. |  |  |
|--|--|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Compare and contrast the styles of two authors writing about a similar topic, and discuss with peers how their use of different language impacts their style and meaning.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).                                  |  |  |
|  |  |  |  |
|  | RL.8.10  | RL.9-10.10   | RL.11-12.10  |
| Progression of<br>Standard Across<br>Grades  | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (See details above.) | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. |

| RL.9-10.11                                  | <ul> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</li> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> |   |   |  |  |
|---|--|---|---|--|--|
| To address this stand                       |  |   |   |  |  |
| Explain the meaning on context.             | <ul> <li>Explain the meaning of a grade-level text or passage, including potentially unknown words, based<br/>on context.</li> </ul>   |   |   |  |  |
| Kansas High School<br>Graduates Can:        | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.   |   |   |  |  |
|   |  |   |   |  |  |
|   | RL.8.11 RL.9-10.11 RL.11-12.11   |   |   |  |  |
| Progression of<br>Standard Across<br>Grades | Determine or clarify the meaning of unknown and multiple- meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (See details above.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) |  |  |

## Grades 9-10

Reading: Literature

Demonstrate understanding of figurative language, word relationships, and

| RL.9-10.12                                  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. |  |   |  |
|---|--|--|---|--|
| To address this stand                       | ard, students <i>could</i> :   |  |   |  |
|   | Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.  |  |   |  |
| Kansas High School<br>Graduates Can:        | Understand word meanings, and nuances in word meanings when reading.   |  |   |  |
|   |  |  |   |  |
|   | RL.8.12  | RL.9-10.12   | RL.11-12.12   |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |  |

| Reading. Literature   |   |  |   |  |
|---|---|--|---|--|
| RL.9-10.13  | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.            |  |   |  |
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level. |   |  |   |  |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of texts on their own.   |  |   |  |
|   |   |  |   |  |
|   | RL.9-10.13 RL.11-12.13  |  |   |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 8. | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. | Read and comprehend literature, including stories, dramas, and poems. |  |

### Cite strong and thorough textual evidence to support analysis of what the RI.9-10.1 text says explicitly as well as inferences drawn from the text. To address this standard, students could: Read closely to support inferences in speaking and writing. Analyze the structure of a text. Consider author's word choice. Understand denotation and connotation. Read closely through multiple interactions with a text in order to determine **Kansas High School** what the text says explicitly and to make logical inferences; cite specific **Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RI.8.1 RI.9-10.1 RI.11-12.1 Cite the textual Cite strong and Cite strong and evidence that most thorough textual thorough textual evidence to support evidence to support strongly supports an **Progression of** analysis of what the analysis of what the text analysis of what the **Standard Across** text says explicitly as says explicitly as well as text says explicitly as **Grades** well as inferences inferences drawn from well as inferences drawn from the text. drawn from the text, the text.

including determining where the text leaves matters uncertain.

### Determine a central idea of a text and analyze its development over the RI.9-10.2 course of the text; provide an objective summary of the text. To address this standard, students could: Identify main idea in a text. Explain progression and development of main idea. **Kansas High School** Determine central ideas or themes of a text and analyze their development; **Graduates Can:** summarize the key supporting details and ideas. RI.9-10.2 RI.8.2 RI.11-12.2 Determine a central Determine a central Determine two or more idea of a text and idea of a text and central ideas of a text analyze its analyze its development and analyze their **Progression of** over the course of the development over the development, including **Standard Across** text; provide an how they interact and course of the text, **Grades** objective summary of build on one another to including its relationships to provide a complex the text. supporting ideas; analysis; provide an provide an objective objective summary of

the text.

summary of the text.

### RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### To address this standard, students *could*:

- Use close reading skills to dissect a text.
- Understand structures that are commonly used in informational texts.

RI.8.3

- Identify how a text is structured and organized.
- Use structure and organization to make sense of text.

## Kansas High School Graduates Can:

Extract meaning and purpose from informational text by analyzing its structure and organization.

RI.9-10.3

drawn between them.

### Progression of Standard Across Grades

Analyze how a text Analyze how the author makes connections unfolds an analysis or among and distinctions series of ideas or between individuals, events, including the ideas, or events (e.g., order in which the through comparisons, points are made, how analogies or they are introduced and developed, and the categories). connections that are

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.3

# Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. To address this standard, students *could*: Determine connotative, denotative and technical meanings of words. Understand how word choice affects meaning and tone of a text.

## Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

|                                       | RI.8.4   | RI.9-10.4   | RI.11-12.4   |
|---------------------------------------|--|---|--|
|                                       |  | 11.10 10.4  | <u>NI.11-12.4</u>  |
| Progression of Standard Across Grades | Determine the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term |

### Analyze in detail how an author's ideas or claims are developed and refined RI.9-10.5 by particular sentences, paragraphs, or larger portions of a text. To address this standard, students could: Demonstrate the use of text features to locate information, such as: title page, bold or highlighted words, index, graphics, charts, and headings. Understand how a particular section of the text supports the claim or main idea. Understand how parts of a text work together to develop an idea or make a claim. Understand how an author uses text features and other elements to organize **Kansas High School** text (e.g., How do chapters work together to build a book?) and affect **Graduates Can:** meaning. RI.8.5 RI.9-10.5 RI.11-12.5 Analyze in detail the Analyze in detail how an Analyze and evaluate author's ideas or claims structure of a specific the effectiveness of the are developed and Progression of paragraph in a text, structure an author including the role of refined by particular uses in his or her Standard Across particular sentences in sentences, paragraphs, exposition or argument, Grades developing and refining or larger portions of a including whether the a key concept. structure makes points text. clear, convincing, and

engaging.

|  | Neading. Informational   |  |  |  |  |
|--|--|--|--|--|--|
| RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.           |  |  |  |  |
| To address this standard, students could:  Recognize multiple rhetorical strategies or devices used in a text. |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | · · · · · · · · · · · · · · · · · · ·  |  |  |  |  |
|  |  |  |  |  |  |
|  | RI.8.6 RI.9-10.6 RI.11-12.6  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |  |  |

| iveaulig. Informational   |  |  |   |  |  |
|---|--|--|---|--|--|
| RI.9-10.7   | Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.                                     |  |   |  |  |
| To address this standard, students could:  • Make connections between different accounts of the same topic. |  |  |   |  |  |
| Kansas High School<br>Graduates Can:  | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.     |  |   |  |  |
|   | RI.8.7 RI.9-10.7 RI.11-12.7  |  |   |  |  |
| Progression of<br>Standard Across<br>Grades   | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | Analyze various accounts of a subject told in different media, determining which details are emphasized in each account. | Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem. |  |  |

#### Delineate and evaluate the argument and specific claims in a text, assessing RI.9-10.8 whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning. To address this standard, students could: Determine whether an argument is valid. Read critically to identify when an author has presented false information, whether intentionally or **Kansas High School** Follow the logic of an argument based on the validity of the claim and **Graduates Can:** evidence presented. **RI.8.8** RI.9-10.8 RI.11-12.8 Delineate and evaluate Delineate and evaluate Delineate and evaluate the argument and the argument and the reasoning in specific claims in a text, specific claims in a text, seminal U.S. and world assessing whether the assessing whether the texts, including the **Progression of** reasoning is sound and reasoning is valid and application of Standard Across the evidence is relevant the evidence is relevant constitutional principles Grades and sufficient: and sufficient; identify and use of legal recognize when false statements and reasoning and the irrelevant evidence is fallacious reasoning. premises, purposes, and arguments in works introduced.

of public advocacy.

|   | Reading: Informational  |  |   |  |
|---|---|--|---|--|
| RI.9-10.9   | Analyze documents of historical and literary significance, including how they address related themes and concepts.  |  |   |  |
| To address this standard, students <i>could</i> :  • Make connections between historical documents. |   |  |   |  |
| Kansas High School<br>Graduates Can:  |   |  |   |  |
|   |   |  |   |  |
|   | <u>RI.8.9</u>   | RI.9-10.9  | RI.11-12.9  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | Analyze documents of historical and literary significance, including how they address related themes and concepts. | Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. |  |

## Grades 9-10 Reading: Informational

| RI.9-10.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |   |  |
|--|---|---|--|
| To address this stand  | ard, students <i>could</i> :  |   |  |
| <ul> <li>Read a text which the student might have to read if employed in a career of interest to them, and make note of the language choices the author makes in that text, and how those choices impact style and meaning.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |   |  |
|  |   |   |  |
|  | <u>RI.8.10</u>  | RI.9-10.10  | RI.11-12.10  |
| Progression of<br>Standard Across<br>Grades  | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  (See details above.) | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. |

### **Grades 9-10**Reading: Informational

| Reading: Informational  |  |  |  |
|---|--|--|--|
| RI.9-10.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.  c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  d. Verify the preliminary determination of the meaning of a word or phrase. |  |  |
| To address this stand   | To address this standard, students <i>could</i> :  |  |  |
| <ul> <li>Read a primary source document and employ a variety of strategies in order to determine the<br/>meaning of any outdated language or colloquialisms the writer uses.</li> </ul> |  |  | der to determine the   |
| Kansas High School<br>Graduates Can:  | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.   |  |  |
|   |  |  |  |
|   | <u>RI.8.11</u>   | RI.9-10.11   | <u>RI.11-12.11</u>   |
| Drograpaion of  | Determine or clarify the meaning of unknown and multiple-meaning   | Determine or clarify the meaning of unknown and multiple-meaning | Determine or clarify the meaning of unknown and multiple-meaning |

#### Progression of Standard Across Grades

meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (See details above.)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

### Grades 9-10

#### **Reading: Informational**

# PRI.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

#### To address this standard, students could:

Read an informational text from the same time period as a novel read in class, and discuss the
author's use of figures of speech and specific words, and how his or her language contributes to
the meaning of a text.

| Kansas High School<br>Graduates Can:        | Understand word meanings, and nuances in word meanings when reading.  |  |   |
|---|---|--|---|
|   |   |  |   |
|   | <u>RI.8.12</u>  | RI.9-10.12   | RI.11-12.12   |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |

## Grades 9-10 Reading: Informational

|  | rtcaaiiig. ii  | illorillational   |  |
|--|--|---|--|
| RI.9-10.13   | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.            |   |  |
| To address this standard, students could:  • Select and read increasingly complex informational texts at or above grade level. |  |   |  |
| Kansas High School<br>Graduates Can:   | Interpret meaning from a variety of informational texts.   |   |  |
|  |  |   |  |
|  | <u>RI.8.13</u>   | RI.9-10.13  | RI.11-12.13  |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 8. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 11-12. |

#### **Grades 11-12**

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

| Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Language in Writing Range of Writing                       | W.11-12.1<br>W.11-12.4<br>W.11-12.7<br>W.11-12.10<br>W.11-12.12      | W.11-12.2<br>W.11-12.5<br>W.11-12.8<br>W.11-12.11     | W.11-12.3<br>W.11-12.6<br>W.11-12.9                   |
|---|--|---|---|
| Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas Language in Speaking and Listening   | SL.11-12.1<br>SL.11-12.4<br>SL.11-12.7                               | SL.11-12.2<br>SL.11-12.5<br>SL.11-12.8                | SL.11-12.3<br>SL.11-12.6                              |
| Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Literature Range of Reading and Level of Text       | RL.11-12.1<br>RL.11-12.4<br>RL.11-12.7<br>RL.11-12.10<br>RL.11-12.13 | RL.11-12.2<br>RL.11-12.5<br>RL.11-12.8<br>RL.11-12.11 | RL.11-12.3<br>RL.11-12.6<br>RL.11-12.9<br>RL.11-12.12 |
| Reading: Informational Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Language in Reading: Informational Range of Reading and Level of Text | RI.11-12.1<br>RI.11-12.4<br>RI.11-12.7<br>RI.11-12.10<br>RI.11-12.13 | RI.11-12.2<br>RI.11-12.5<br>RI.11-12.8<br>RI.11-12.11 | RI.11-12.3<br>RI.11-12.6<br>RI.11-12.9<br>RI.11-12.12 |

#### **Text Types and Purposes**

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create, cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### **Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### Research to Build and Present Knowledge

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9 Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.

#### Language in Writing

- W.11-12.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
  - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
  - b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- W.11-12.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Observe hyphenation conventions.
  - b. Spell correctly.

#### Range of Writing

W.11-12.12 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 tasks, purposes.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### **Comprehension and Collaboration**

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - SL.11-12.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### Presentation of Knowledge and Ideas

- SL.11-12.4 Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.
- SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### Language in Speaking and Listening

- SL.11-12.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - SL.11-12.7.a Vary syntax for effect, consulting references for guidance as needed.
  - SL.11-12.7.b Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- SL.11-12.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Grades 11-12**

#### **Reading: Literature**

#### **Key Ideas and Details**

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

#### **Craft and Structure**

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text-contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

#### Integration of Knowledge and Ideas

- RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- RL.11-12.8 (Not applicable for literature)
- RL.11-12.9 Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

#### Language in Reading: Literature

- RL.11-12.10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.
- RL.11-12.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

RL.11-12.11.a Use context as a clue to the meaning of a word or phrase.

RL.11-12.11.b Identify and correctly use patterns of word changes that indicate different

meanings or parts of speech (e.g., conceive, conception, conceivable).

RL.11-12.11.c Consult general and specialized reference materials (e.g., dictionaries,

glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

etymology, or its standard usage.

RL.11-12.11.d Verify the preliminary determination of the meaning of a word or phrase.

RL.11-12.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.11-12.12.a Interpret figures of speech (e.g., hyperbole, paradox) in context and

analyze their role in the text.

RL.11-12.12.b Analyze nuances in the meaning of words with similar denotations.

#### Range of Reading and Level of Text

RL.11-12.13 Read and comprehend literature, including stories, dramas, and poems.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### **Grades 11-12**

#### **Reading: Informational**

#### **Key Ideas and Details**

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Craft and Structure**

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### Integration of Knowledge and Ideas

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
- RI.11-12.9 Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

#### Language in Reading: Informational

- RI.11-12.10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.
- RI.11-12.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

RI.11-12.11.a Use context as a clue to the meaning of a word or phrase.

RI.11-12.11.b Identify and correctly use patterns of word changes that indicate different

meanings or parts of speech.

RI.11-12.11.c Consult general and specialized reference materials, both print and

digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

RI.11-12.11.d Verify the preliminary determination of the meaning of a word or phrase.

RI.11-12.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.11-12.12.a Interpret figures of speech in context and analyze their role in the text.

RI.11-12.12.b Analyze nuances in the meaning of words with similar denotations.

#### Range of Reading and Level of Text

RI.11-12.13 Read and comprehend grade-level appropriate nonfiction literature.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

|   | writing   |                                      |
|---|---|--------------------------------------|
|   | Write arguments to support claims in a texts, using valid reasoning and relevant  | •                                    |
| W.11-12.1   | <ul> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create, cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |                                      |
| To address this standard, students <i>could</i> : |   |                                      |
|   | ce to legitimately support one or more or gument with regards to claims or counterge counterclaims.   | _                                    |
| Kansas High School<br>Graduates Can:              | Use valid reasoning and relevant and sufficient evidence to support a written argument.   |                                      |
|   |   |                                      |
|   | <u>W.9-10.1</u>   | W.11-12.1                            |
| Progression of                                    | Write arguments to support claims in  | Write arguments to support claims in |

an analysis of substantive topics or

texts, using valid reasoning and

relevant and sufficient evidence.

an analysis of substantive topics or

texts, using valid reasoning and

relevant and sufficient evidence.

**Standard Across** 

Grades

| W.11-12.2  | <ul> <li>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> |  |  |
|--|---|--|--|
| To address this stand  | his standard, students <i>could:</i>  |  |  |
| <ul> <li>Use relevant and sufficient facts, definitions, details, and quotations.</li> <li>Introduce a topic and arrange ideas, concepts, and information to show interrelationships.</li> <li>Build the elements of the paper to create a unified piece.</li> <li>Format effectively and deliberately to develop a topic using graphics when needed or multimedia.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.  |  |  |
|  |   |  |  |
| Progression of<br>Standard Across<br>Grades  | W.9-10.1  Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  | W.11-12.1  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| W.11-12.3                                   | <ul> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |   |  |
|---|---|---|--|
| To address this stand                       | standard, students <i>could</i> :   |   |  |
| <ul> <li>Establish significance</li> </ul>  |   |   |  |
| Kansas High School<br>Graduates Can:        | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.  |   |  |
|   |   |   |  |
|   | <u>W.9-10.3</u>   | W.11-12.3   |  |
| Progression of<br>Standard Across<br>Grades | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |  |

| W.11-12.4                                   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.) |  |  |
|---|--|--|--|
| To address this stand                       | ard, students <i>could</i> :   |  |  |
| ,   | tyle that best fits my task, purpose, ar gical piece of writing to demonstrate u   |  |  |
| Kansas High School<br>Graduates Can:        | Create texts appropriate for specific purposes, audiences, and tasks.  |  |  |
|   |  |  |  |
|   | <u>W.9-10.4</u>  | W.11-12.4  |  |
| Progression of<br>Standard Across<br>Grades | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |

#### W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### To address this standard, students could:

- Collaborate with peers responding to ongoing feedback from their peers and others to help develop new arguments or information.
- Understand the writing process as important to creating an effective writing product.
- Use critical thinking to articulate their thoughts.

#### Kansas High School Graduates Can:

Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

#### Progression of Standard Across Grades

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5

|   | <del>,                                      </del>   |  |  |
|---|--|--|--|
| W.11-12.6                                   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |  |  |
| To address this stand                       | ard, students <i>could</i> :   |  |  |
| Refine writing produtechnological forma     | uct and choices for media representation ts.   | n in topics using the most advanced  |  |
| Kansas High School<br>Graduates Can:        | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |  |  |
|   |  |  |  |
|   | <u>W.9-10.6</u>  | W.11-12.6  |  |
| Progression of<br>Standard Across<br>Grades | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexible and dynamically. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |  |

#### W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### To address this standard, students could:

- Gather insight by synthesizing information by combining parts from a variety of sources into a unified understanding and cohesive text.
- Use advance search techniques from digital and print sources to answer a research question.

### Kansas High School Graduates Can:

Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

#### Progression of Standard Across Grades

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7

#### W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### To address this standard, students could:

- Integrate information effectively without plagiarizing.
- Determine the strengths and limitations of sources that address the task, audience, and purpose.
- Avoid reliance on one single source and use standard format for citation in any medium.

#### Kansas High School Graduates Can:

Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

#### Progression of Standard Across Grades

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.8











5

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<u>7</u>

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9-10

11-12

|  | willing   |   |
|--|---|---|
| W.11-12.9  | Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research. |   |
| To address this stand                                    | lard, students <i>could</i> :   |   |
| <ul> <li>Recognize canon lit<br/>time period.</li> </ul> | erary foundational texts and connect t  | hose works to other works across any  |
| Kansas High School<br>Graduates Can:                     | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.        |   |
|  |   |   |
|  | <u>W.9-10.9</u>   | W.11-12.9   |
| Progression of<br>Standard Across<br>Grades              | Draw evidence from grades 9-10 literary or informational texts, to support analysis, reflection, and research.  | Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research. |

|   | willing   |   |  |
|---|---|---|--|
| W.11-12.10                                  | Demonstrate command of the conventions of standard English grammar and usage when writing.  a. Vary syntax for effect, consulting references for guidance as needed.  b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. |   |  |
| To address this stand                       | ,   | iodada.   |  |
| lo address tills stalld                     | iaru, students could.   |   |  |
|   | <ul> <li>Compose a college application essay or a job application letter, and consult appropriate reference<br/>materials as needed.</li> </ul>   |   |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use standard English grammar and usage when writing.   |   |  |
|   |   |   |  |
|   | <u>W.9-10.10</u>  | W.11-12.10  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)  | Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.) |  |

| W.11-12.11   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions. b. Spell correctly. |   |  |
|--|---|---|--|
| To address this standard, students <i>could</i> :              |   |   |  |
| Use models to observe an effective or creative use of hyphens. |   |   |  |
| Kansas High School<br>Graduates Can:                           | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.   |   |  |
|  |   |   |  |
|  | <u>W.9-10.11</u>  | W.11-12.11  |  |
| Progression of<br>Standard Across<br>Grades                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.                           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.) |  |

| W.11-12.12  | 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 tasks, purposes.                |  |  |
|---|---|--|--|
| To address this stand   | ard, students <i>could</i> :  |  |  |
| <ul> <li>Produce high-quality first drafts under varying time restrictions and can revisit the same work to<br/>make high quality revisions when needed.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:  | Write routinely over varied time frames for a range of tasks, purposes, and audiences.  |  |  |
|   |   |  |  |
|   | <u>W.9-10.12</u>  | W.11-12.2  |  |
| Progression of<br>Standard Across<br>Grades   | 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 tasks, purposes, and audiences. | 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 tasks, purposes. |  |

| SL.11-12.   | 1  | Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |  |
|---|--|--|--|--|
| To address th   | is staı                                    | ndard, students <i>could</i> :   |  |  |
| <ul> <li>Address other participants' viewpoints before establishing their own opinions that synthesize the importance of the discussion.</li> <li>Take initiative to investigate further when the viewpoints of their peers fail to answer the question being researched.</li> <li>Accept and reflect critically on their viewpoints and others' to understand key concepts.</li> </ul> |  |  |  |  |
| Anchor Stand  | dard                                       | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.   |  |  |
| Intent of And<br>Standard   |  |  | orating speaking and conversational skills e, personal knowledge, and appropriate  |  |
|   |  |  |  |  |
|   |  | SL.9-10.1  | SL.11-12.1   |  |
| Progression<br>of Standard<br>Across<br>Grades  | range<br>(one-<br>led) v<br>10 to<br>on ot | te and participate effectively in a<br>e of collaborative discussions<br>on-one, in groups, and teacher-<br>with diverse partners on grades 9-<br>pics, texts, and issues, building<br>hers' ideas and expressing their<br>clearly and persuasively.               | Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |

#### Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating SL.11-12.2 the credibility and accuracy of each source and noting any discrepancies among the data. To address this standard, students could: Use multiple modalities when synthesizing information to make effective connections to their current research. Integrate multiple and diverse sources of information for problem-solving and informed decisionmaking. Kansas High School Synthesize information presented in diverse media and formats, assessing **Graduates Can:** its relevance and accuracy according to purpose and audience. SL.11-12.2 SL.9-10.2 Integrate multiple sources of Integrate multiple sources of information presented in diverse information presented in diverse **Progression of** media or formats, evaluating the formats and media in order to make **Standard Across** credibility and accuracy of each informed decisions and solve Grades problems, evaluating the credibility source. and accuracy of each source and

noting any discrepancies among the

data.

| Spouring and Listoning  |   |   |  |
|---|---|---|--|
| SL.11-12.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |   |  |
| To address this stand   | ard, students <i>could</i> :  |   |  |
| Listen beyond simple reasoning where the transition goes from a passive listener to an active listener. |   |   |  |
| Kansas High School<br>Graduates Can:  | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.  |   |  |
|   |   |   |  |
|   | <u>SL.9-10.3</u>  | SL.11-12.3  |  |
| Progression of<br>Standard Across<br>Grades   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.                         | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |  |

#### Present information addressing opposing viewpoints and using supporting SL.11-12.4 evidence, clearly, concisely, and logically for a specific purpose, audience, and task. To address this standard, students could: Be accustomed to purpose, audience, and task in both speaking and writing. Present information in a clear and direct point of view. Prepare a variety of presentations, each with a clear line of reasoning, Kansas High School meaningful organization, appropriate style, including information, findings, and **Graduates Can:** supporting evidence suitable to a specific purpose and audience. SL.9-10.4 SL.11-12.4 Present information using Present information addressing **Progression of** supporting evidence clearly, opposing viewpoints and using **Standard Across** supporting evidence, clearly, concisely, concisely, and logically for a specific **Grades** purpose, audience, and task and logically for a specific purpose, audience, and task.

| SL.11-12.5  | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.               |   |  |
|---|---|---|--|
| To address this stand   | ard, students <i>could</i> :  |   |  |
| <ul> <li>Use digital media strategically and at the highest level to demonstrate understanding of findings, reasoning, and evidence.</li> <li>Produce presentations that reflect professionalism and use formats that are multi-layered.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:  | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |   |  |
|   |   |   |  |
|   | <u>SL.9-10.5</u>  | SL.11-12.5  |  |
| Progression of<br>Standard Across<br>Grades   | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.               | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |

| SL.11-12.6  | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |   |  |
|---|---|---|--|
| To address this stand   | To address this standard, students <i>could</i> :   |   |  |
| <ul> <li>Speak to varied audiences and adapt speech as necessary.</li> <li>Use academic language when presenting professional discourse.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:  | Effectively adapt speech to fit a variety of contexts and communication situations.                                       |   |  |
|   |   |   |  |
|   | <u>SL.9-10.6</u>  | SL.11-12.6  |  |
| Progression of<br>Standard Across<br>Grades   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |  |

#### Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.11-12.7 a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. To address this standard, students could: Read models of writing in which usage seems to be incorrect, and discuss with peers the reasons why famous or lasting works may be considered great works despite a seemingly incorrect use of language conventions. Kansas High School Accurately and effectively use standard English grammar and usage when **Graduates Can:** speaking. SL.9-10.7 SL.11-12.7 Demonstrate command of the Demonstrate command of the **Progression of** conventions of standard English conventions of standard English **Standard Across** grammar and usage when grammar and usage when writing or **Grades** speaking. (Click link above for speaking. (See details above.) details.)

#### SL.11-12.8

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### To address this standard, students could:

Participate in a mock interview that requires them to first read a job description, prepare an
application letter, a resume, and then make notes for an interview in which they use appropriate
and specific language and vocabulary.

### Kansas High School Graduates Can:

Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

#### Progression of Standard Across Grades

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.8

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.8

#### Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including RL.11-12.1 determining where the text leaves matters uncertain. To address this standard, students could: Read closely to support inferences in speaking, writing, and listening. Analyze the structure of a text. Analyze an author's use of figurative language. Understand denotation and connotation. Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific **Kansas High School Graduates Can:** textual evidence when writing or speaking to support conclusions drawn from the text. RL.9-10.1 RL.11-12.1 Cite strong and thorough textual Cite strong and thorough textual evidence to support analysis of evidence to support analysis of what the **Progression of** what the text says explicitly as text says explicitly as well as inferences **Standard Across** well as inferences drawn from drawn from the text, including **Grades**

the text.

determining where the text leaves

matters uncertain.

### Grades 11-12

#### Reading: Literature

#### RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### To address this standard, students could:

- Analyze development of theme and its reflection in other story elements.
- Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships.
- Analyze elements of poetry and how those elements form patterns and create meaning.

### Kansas High School Graduates Can:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Progression of Standard Across Grades

Determine a theme or central idea of a text and analyze in detail its development over the course of the text; provide an objective summary of the text.

RL.9-10.2

Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.2

# RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

#### To address this standard, students could:

- Identify complex characters and explain what makes them complex.
- Analyze how authors develop characters through the use of literary devices.
- Analyze and explain how the literary elements affect the character's development throughout the text.
- Analyze the actions of the character and the interaction between characters as they progress the text.
- Analyze how plot structures advance the narrative structure.

| Kansas High School<br>Graduates Can:        | Analyze elements of plot as they relate to the meaning of a text.  |  |
|---|--|--|
|   | RL.9-10.3  | RL.11-12.3   |
| Progression of<br>Standard Across<br>Grades | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |

### Grades 11-12

#### **Reading: Literature**

#### RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

#### To address this standard, students could:

- Recognize that words have multiple meanings; apply appropriate meaning to context.
- Analyze how specific language interacts with elements of the text.
- Recognize subtleties and nuances in language.

#### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

#### Progression of Standard Across Grades

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.4

9-10

#### Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its RL.11-12.5 aesthetic impact. To address this standard, students *could*: Analyze text structures and organizational patterns. Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections. Understand how an author uses text features and other elements to organize Kansas High School text (e.g., How do chapters work together to build a book?) and affect **Graduates Can:** meaning. RL.9-10.5 RL.11-12.5 Analyze how an author's choices Analyze how an author's choices Progression of concerning how to structure a text, concerning how to structure specific **Standard Across** order events within it, and parts of a text contribute to its overall **Grades** manipulate time create such effects structure and meaning as well as its as mystery, tension, or surprise. aesthetic impact.

| RL.11-12.6   | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. |   |  |
|--|---|---|--|
| To address this standard, students <i>could</i> :  • Understand how literary or rhetorical devices reveal an author's point of view. |   |   |  |
| Kansas High School<br>Graduates Can:   | Recognize that different perspectives can be presented in different ways for different purposes.                                      |   |  |
|  |   |   |  |
| Progression of<br>Standard Across<br>Grades  | <u>RL.9-10.6</u>  | RL.11-12.6  |  |
|  | Analyze a particular point-of-view or cultural experience reflected in a work of literature.  | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. |  |

|   | <u>.                                    </u>   |   |  |
|---|--|---|--|
| RL.11-12.7  | Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.                                     |   |  |
| To address this standard, students <i>could</i> :   |  |   |  |
| <ul> <li>Recognize universal or archetypal themes across different media.</li> <li>Evaluate an author's interpretation of an original piece.</li> </ul> |  |   |  |
| Kansas High School<br>Graduates Can:  | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |   |  |
|   |  |   |  |
|   | RL.9-10.7  | RL.11-12.7  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze and evaluate the representation of a subject or a key scene in multiple mediumsincluding media, artistic, and other visual formats.              | Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. |  |

# **Grades 11-12 Reading: Literature**

| RL.11-12.8  | (Not applicable for literature)                   |  |  |
|---|---|--|--|
| To address this stand   | To address this standard, students <i>could</i> : |  |  |
| Kansas High School Graduates Can:  Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |   |  |  |
| Progression of<br>Standard Across<br>Grades   |   |  |  |

## **Grades 11-12 Reading: Literature**

| RL.11-12.9   | Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. |  |
|--|--|--|
| To address this standard, students could:  • Make connections between texts from the same time period. |  |  |
| Kansas High School<br>Graduates Can:   | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                          |  |
|  |  |  |
| Progression of<br>Standard Across<br>Grades  | RL.9-10.9  Analyze how an author draws on and transforms source material in a specific work.   | RL.11-12.9  Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. |

## **Grades 11-12** Reading: Literature

| RL.11-12.10   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.  |  |
|---|---|--|
| To address this stand   | ard, students <i>could</i> :  |  |
| Compare and contrast the styles of two authors writing about a similar topic, and discuss with peers how their use of different language impacts their style and meaning. |   |  |
| Kansas High School<br>Graduates Can:  | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |  |
|   |   |  |
|   | RL.9-10.10  | RL.11-12.10  |
| Progression of<br>Standard Across<br>Grades   | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Click link above for details.) | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. |

## **Grades 11-12 Reading: Literature**

| Neading. Literature  |  |  |
|--|--|--|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase.  To address this standard, students could: |  |  |
| To address this stand  | ard, Students Could:   |  |
| Explain the meaning of a grade-level text or passage, including potentially unknown words, based on context.   |  |  |
| Kansas High School<br>Graduates Can:   | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.                 |  |
|  |  |  |
|  | <u>RL.9-10.11</u>  | RL.11-12.11  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (See details above.) |

|   | Grades 11-12  |  |
|---|---|--|
|   | Reading: Literatur  | e  |
| RL.11-12.12                                 | nuances in word meanings.  a. Interpret figures of speech (e.ganalyze their role in the text.                                       | tive language, word relationships, and g., hyperbole, paradox) in context and ng of words with similar denotations.      |
| To address this stand                       | ard, students <i>could</i> :  |  |
| Analyze a poem and impact the meaning       | d work to understand each of the words of the poem.   | s, their connotations, and how they  |
| Kansas High School<br>Graduates Can:        | Understand word meanings, and nuances in word meanings when reading.  |  |
|   |   |  |
|   | RL.9-10.12  | RL.11-12.12  |
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) |

## **Grades 11-12** Reading: Literature

| RL.11-12.13   | Read and comprehend literature, including stories, dramas, and poems.  |   |  |
|---|--|---|--|
| To address this standard, students could:  • Select and read increasingly complex literary texts at or above grade level. |  |   |  |
| Kansas High School<br>Graduates Can:  |  |   |  |
|   |  |   |  |
|   | RL.9-10.13   | RL.11-12.13   |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. | Read and comprehend literature, including stories, dramas, and poems. |  |

#### **Reading: Informational**

#### RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### To address this standard, students could:

- Read closely to support inferences in speaking and writing.
- Recognized when an author intentionally (or not) leaves matters vague or open-ended.

RI.9-10.1

Judge if/when a text is inconclusive.

#### Kansas High School Graduates Can:

Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Progression of Standard Across Grades

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### **Reading: Informational**

#### RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### To address this standard, students could:

- Identify two or more central ideas in a text.
- Explain development and interaction and inter-relationships of central ideas.
- Understand how relationships between multiple ideas creates a deeper, richer understanding.

#### Kansas High School Graduates Can:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Progression of Standard Across Grades

Determine a central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.

RI.9-10.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### **Reading: Informational**

#### RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### To address this standard, students *could*:

- Use close reading skills to dissect a text.
- Understand structures that are commonly used in informational texts.
- Identify how a text is structured and organized.
- Use structure and organization to make sense of text.
- Look at key details/ideas individually; examine their role in the overall structure of the text.

## Kansas High School Graduates Can:

Extract meaning and purpose from informational text by analyzing its structure and organization.

#### Progression of Standard Across Grades

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Reading: Informational**

#### RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

#### To address this standard, students could:

- Determine connotative, denotative and technical meanings of words.
- Understand how word choice affects meaning and tone of a text.
- Understand author's intent for using specific vocabulary.

#### Kansas High School Graduates Can:

Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

#### Progression of Standard Across Grades

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

#### **Reading: Informational**

## RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

#### To address this standard, students could:

- Evaluate the effectiveness of how the author structured the text.
- Determine if the structure is clear and convincing.

#### Kansas High School Graduates Can:

Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

#### Progression of Standard Across Grades

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

RI.9-10.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

## **Grades 11-12 Reading: Informational**

#### Determine an author's point of view or purpose in a text in which the rhetoric RI.11-12.6 is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. To address this standard, students could: Recognize multiple rhetorical strategies or devices used in a piece and evaluate its effectiveness. Evaluate how the author's style makes a piece especially powerful or effective. **Kansas High School** Recognize that different perspectives can be presented in different ways for **Graduates Can:** different purposes. RI.9-10.6 RI.11-12.6 Determine an author's point of view Determine an author's point of view or **Progression of** or purpose in a text and analyze purpose in a text in which the rhetoric **Standard Across** how an author uses rhetoric to is particularly effective, analyzing how **Grades** advance that point of view or style and content contribute to the purpose. power, persuasiveness or beauty of the text.

## **Grades 11-12 Reading: Informational**

#### Integrate and evaluate multiple sources of information presented in media or RI.11-12.7 formats as well as in words in order to address a question or solve a problem. To address this standard, students could: Address issues posed by investigating and synthesizing multiple sources. Evaluate appropriateness and effectiveness of informational texts. Kansas High School Adjust their reading to accommodate non-print formats (illustrations, graphs, **Graduates Can:** video, etc.) in addition to print formats, in order to understand content. RI.9-10.7 RI.11-12.7 Integrate and evaluate multiple Analyze various accounts of a **Progression of** subject told in different mediums, sources of information presented in **Standard Across** determining which details are media or formats as well as in words in Grades emphasized in each account. order to address a question or solve a problem.

#### **Reading: Informational**

| Reading: Informational  |                  |            |
|---|------------------|------------|
| RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. |                  |            |
| To address this standard, students <i>could</i> :   |                  |            |
| <ul> <li>Understand how arguments are constructed and based on constitutional principles.</li> <li>Consider use of legal reasoning in these documents.</li> </ul>   |                  |            |
| Kansas High School Graduates Can:  Follow the logic of an argument based on the validity of the claim and evidence presented.   |                  |            |
|   |                  |            |
|   | <u>RI.9-10.8</u> | RI.11-12.8 |

#### Progression of Standard Across Grades

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

### **Reading: Informational**

| RI.11-12.9  | Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.               |   |
|---|---|---|
| To address this standard, students <i>could</i> :  • Make connections between historical documents. |   |   |
| Kansas High School<br>Graduates Can:  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |   |
|   |   |   |
| Progression of<br>Standard Across<br>Grades   | RI.9-10.9  Analyze documents of historical and literary significance, including how they address related themes and concepts.             | RI.11-12.9  Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. |

# Grades 11-12 Reading: Informational

| RI.11-12.10  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.  |  |
|--|---|--|
| To address this stand  | ard, students <i>could</i> :  |  |
| <ul> <li>Read a text which the student might have to read if employed in a career of interest to them, and make note of the language choices the author makes in that text, and how those choices impact style and meaning.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |  |
|  |   |  |
|  | RI.9-10.10  | RI.11-12.10  |
| Progression of<br>Standard Across<br>Grades  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Click link above for details.) | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. |

| Reading: Informational  |   |                                     |
|---|---|-------------------------------------|
| RI.11-12.11   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.  c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase. |                                     |
| To address this standard, students <i>could</i> :   |   |                                     |
| Read a primary source document and employ a variety of strategies in order to determine the meaning of any outdated language or colloquialisms the writer uses. |   |                                     |
| Kansas High School<br>Graduates Can:  | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.  |                                     |
|   |   |                                     |
|   | RI.9-10.11  | RI.11-12.11                         |
|   | Determine or clarify the meaning of   | Determine or clarify the meaning of |

### Progression of Standard Across Grades

| Determine or clarify the meaning of |
|-------------------------------------|
| unknown and multiple-meaning        |
| words and phrases based on          |
| grades 9-10 reading and content,    |
| choosing flexibly from a range of   |
| strategies. (Click link above for   |
| details.)                           |

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.

#### **Reading: Informational**

#### Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RI.11-12.12 a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. To address this standard, students could: Read an informational text from the same time period as a novel read in class, and discuss the author's use of figures of speech and specific words, and how his or her language contributes to the meaning of a text. **Kansas High School** Understand word meanings, and nuances in word meanings when reading. **Graduates Can:**

|   | <u>RI.9-10.12</u>   | RI.11-12.12  |
|---|---|--|
| Progression of<br>Standard Across<br>Grades | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) |

### Reading: Informational

| RI.11-12.13   | Read and comprehend grade-level appropriate nonfiction literature. |   |  |  |  |  |
|---|--|---|--|--|--|--|
| For this standard, successful eleventh and twelfth grade students could:  • Select and read increasingly complex informational texts at or above grade level. |  |   |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of informational texts.           |   |  |  |  |  |
|   |  |   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend grade-level nonfiction literature.             | RI.11-12.13  Read and comprehend grade-level appropriate nonfiction literature. |  |  |  |  |