



KANSAS STANDARDS FOR
English Language Arts
VERTICAL ALIGNMENT

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards have been reviewed to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their pre-K-12 experiences, Kansas 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.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

Contents

Reading: Foundational	4
PRINT CONCEPTS	4
PHONOLOGICAL AWARENESS	4
PHONICS AND WORD RECOGNITION	5
FLUENCY	6
Reading: Literature	8
KEY IDEAS AND DETAILS	8
CRAFT AND STRUCTURE	9
INTEGRATION OF KNOWLEDGE AND IDEAS	11
LANGUAGE IN READING: LITERATURE	13
RANGE OF READING AND TEXT COMPLEXITY	17
Reading: Informational	18
KEY IDEAS AND DETAILS	18
CRAFT AND STRUCTURE	19
INTEGRATION OF KNOWLEDGE AND IDEAS	21
LANGUAGE IN READING: INFORMATIONAL	23
RANGE OF READING AND TEXT COMPLEXITY	27
Writing	28
TEXT TYPES AND PURPOSES	28
PRODUCTION AND DISTRIBUTION OF WRITING	35
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	37
LANGUAGE IN WRITING	39
RANGE OF WRITING	43
Speaking and Listening	45
COMPREHENSION AND COLLABORATION	45
PRESENTATION OF KNOWLEDGE AND IDEAS	49
LANGUAGE IN SPEAKING AND LISTENING	51

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

Reading: Foundational

Print Concepts

Code	Description
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.2.1	Not applicable to second grade.
RF.3.1	Not applicable for third grade.
RF.4.1	Not applicable to fourth grade.
RF.5.1	Not applicable to fifth grade.
RF.K.1.a	Follow words from left to right, top to bottom and page by page.
RF.1.1.a	Demonstrate book orientation knowledge.
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
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.K.1.c	Understand that words are separated by spaces in print and can point with one-to-one correspondence.
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

CODE	DESCRIPTION
RF.K.2	Demonstrate understanding of phonemes (sounds).
RF.1.2	Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
RF.2.2	Not applicable to second grade.
RF.3.2	Not applicable for third grade.
RF.4.2	Not applicable to fourth grade.
RF.5.2	Not applicable to fifth grade.
RF.K.2.a	Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness)
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.K.2.b	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds)) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (Phonemic awareness)
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
RF.K.2.c	Count, produce, blend, and segment syllables in spoken words.

CODE	DESCRIPTION
RF.1.2.c	Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
RF.K.2.d	Blend and segment onsets and rimes (word families) of single-syllable spoken words.
RF.1.2.d	Orally segment single-syllable words into their complete sequence of individual phonemes.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
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.
RF.K.3.a	Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.
RF.1.3.a	Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one- syllable words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.2.3.b	Know correspondences for additional common vowel teams (e.g., steak).
RF.3.3.b	Decode words with common Latin suffixes (e.g., -able, -ation, -ible).
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).
RF.1.3.c	Know final -e and common vowel team patterns for representing long vowel sounds.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.3.3.c	Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).
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).
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CODE	DESCRIPTION
RF.2.3.d	Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
RF.3.3.d	Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).
RF.2.3.f	Recognize and read grade-appropriate words.
RF.1.3.g	Recognize and read grade-appropriate words, including compound words.
RF.2.3.g	Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.
RF.1.3.h	Decode hard and soft c and g.
RF.2.3.h	Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., crybaby) or a short i (e.g., gym, myth).
RF.1.3.i	Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).
RF.1.3.j	Recognize diphthongs in single-syllable words.

Fluency

CODE	DESCRIPTION
RF.K.4	Read decodable texts that support instruction.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read text with purpose and understanding.
RF.2.4.a	Read text with purpose and understanding.
RF.3.4.a	Read complex text with purpose and understanding.
RF.4.4.a	Read complex text with purpose and understanding.
RF.5.4.a	Read complex text with purpose and understanding.
RF.1.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.2.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.3.4.b	Read complex prose and poetry orally with accuracy, prosody and appropriate rate.
RF.4.4.b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
RF.5.4.b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
RF.1.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.
RF.2.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.
RF.3.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

CODE	DESCRIPTION
RF.4.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.
RF.5.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS
VERTICAL ALIGNMENT

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.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.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.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.K.2	With prompting and support, retell familiar stories, including key events.
RL.1.2	Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral or central message.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
RL.4.2	Determine the theme of a story, drama or poem from details in the text; summarize the text.
RL.5.2	Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.7.2	Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.

CODE	DESCRIPTION
RL.8.2	Determine a theme 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.9-10.2	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
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.K.3	With prompting and support, identify characters, settings and major events in a story.
RL.1.3	Describe character, settings and major events in a story, using key details.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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.
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).
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).
RL.6.3	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.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.
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.
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

CODE	DESCRIPTION
RL.K.4	Ask and answer questions about unknown words in a text.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.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.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.

CODE	DESCRIPTION
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.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.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.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.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.1.5	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.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.
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.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.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.
RL.7.5	Analyze how a drama's or poem's form or structure contributes to its meaning.
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.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.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.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.1.6	Identify who is telling the story at various points in a text.
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.
RL.3.6	Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
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.

CODE	DESCRIPTION
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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 various perspectives (viewpoints) of different characters or narrators in a text.
RL.8.6	Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.9-10.6	Analyze a particular point of view based on cultural experience reflected in a work of literature.
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

CODE	DESCRIPTION
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).
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
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.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.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.6.7	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.
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.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.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.11-12.7	Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.
RL.K.8	Not applicable for literature.
RL.1.8	Not applicable for literature.

CODE	DESCRIPTION
RL.2.8	Not applicable for literature.
RL.3.8	Not applicable for literature.
RL.4.8	Not applicable for literature.
RL.5.8	Not applicable for literature.
RL.6.8	Not relevant to literature
RL.7.8	Not applicable for literature.
RL.8.8	Not applicable for literature.
RL.9-10.8	Not applicable for literature.
RL.11-12.8	Not applicable for literature.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
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).
RL.4.9	Compare and contrast the development 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.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.
RL.7.9	Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.
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.
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.

Language in Reading: Literature

CODE	DESCRIPTION
RL.K.10	Begins in second grade.
RL.1.10	Begins in second grade.
RL.2.10	Use knowledge of language and its conventions.
RL.3.10	Use knowledge of language and its conventions when reading.
RL.4.10	Use knowledge of language and its conventions when reading.
RL.5.10	Use knowledge of language and its conventions when reading.
RL.6.10	Use knowledge of language and its conventions when reading to improve comprehension.
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension.
RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
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.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.2.10.a	Compare formal and informal uses of English.
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RL.5.10.a	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
RL.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

CODE	DESCRIPTION
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.
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.
RL.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).
RL.1.11.a	Use sentence-level context (definition and synonym) as a clue to the meaning of a word.
RL.2.11.a	Use sentence-level context (definition and synonym) as a clue to the meaning of a word or phrase.
RL.3.11.a	Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.
RL.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine to determine the meaning of a word or phrase.
RL.5.11.a	Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.
RL.6.11.a	Use context to determine the meaning of a word or phrase.
RL.7.11.a	Use context to determine the meaning of a word or phrase.
RL.8.11.a	Use context to determine the meaning of a word or phrase.
RL.9-10.11.a	Use context to determine the meaning of a word or phrase.
RL.11-12.11.a	Use context to determine the meaning of a word or phrase.
RL.K.11.b	Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
RL.1.11.b	Use frequently-occurring affixes 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, do/redo)
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
RL.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RL.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RL.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).
RL.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
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.1.11.c	Identify frequently-occurring base words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).

CODE	DESCRIPTION
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.
RL.3.11.c	Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).
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.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.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.
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.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.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.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.1.11.d	Use comparative and superlative adjectives (-er, -est).
RL.2.11.d	Use knowledge of individual words to define a compound words (e.g., birdhouse).
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.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)
RL.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.11-12.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RL.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension.
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CODE	DESCRIPTION
RL.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.11-12.12	Demonstrate understanding of figurative language, 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.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RL.2.12.a	Identify real-life connections between words and their use.
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RL.4.12.a	Explain the meaning of simple similes and metaphors in context.
RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RL.6.12.a	Interpret figures of speech in context.
RL.7.12.a	Interpret figures of speech in context.
RL.8.12.a	Interpret figures of speech in context.
RL.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.
RL.11-12.12.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RL.1.12.b	Define words by category and by one or more key attributes.
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RL.3.12.b	Identify real-life connections between words and their uses.
RL.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RL.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.
RL.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
RL.7.12.b	Use the relationship between particular words to better understand each of the words.
RL.8.12.b	Use the relationship between particular words to better understand each of the words.
RL.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.
RL.11-12.12.b	Analyze nuances in the meaning of words with similar denotations.
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RL.1.12.c	Identify real-life connections between words and their uses.

CODE	DESCRIPTION
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
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).
RL.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RL.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RL.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
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.
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.K.13	Listen to high quality drama, prose, and poetry to expand language comprehension.
RL.1.13	With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for first grade.
RL.2.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for second grade.
RL.3.13	Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
RL.4.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.
RL.5.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade.
RL.6.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for sixth grade.
RL.7.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for seventh grade.
RL.8.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for eighth grade.
RL.9-10.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for grades 9-10.
RL.11-12.13	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
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.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.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.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.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.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.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.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.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.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.

CODE	DESCRIPTION
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.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.K.3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
RI.1.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
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.
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.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
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).
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).
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
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.
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

CODE	DESCRIPTION
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area.

CODE	DESCRIPTION
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
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.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.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.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.K.5	Identify the front cover, back cover and title page of a book.
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.
RI.2.5	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.
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.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or information in two or more texts.
RI.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.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.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.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.11-12.5	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.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.
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
RI.3.6	Distinguish their own perspective (point of view) from that of the author of a text.

CODE	DESCRIPTION
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 provided.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent.
RI.6.6	Determine an author's point of view and purpose in a text and explain how they are conveyed in the text.
RI.7.6	Determine an author's perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.8.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or perspectives (viewpoints).
RI.9-10.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric advances the perspective (viewpoint) and purpose.
RI.11-12.6	Determine an author's perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
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.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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.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.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.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.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.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.9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
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.

CODE	DESCRIPTION
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
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.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.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.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.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.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.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.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).
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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).
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.
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.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.

CODE	DESCRIPTION
RI.11-12.9	Analyze foundational documents of historical and literary significance for their themes, purposes and rhetorical features.

Language in Reading: Informational

CODE	DESCRIPTION
RI.K.10	Begins in second grade.
RI.1.10	Begins in second grade.
RI.2.10	Use knowledge of language and its conventions.
RI.3.10	Use knowledge of language and its conventions when reading.
RI.4.10	Apply acquired skills in writing and speaking.
RI.5.10	Use knowledge of language and its conventions when reading.
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.
RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension.
RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
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.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.2.10.a	Compare formal and informal uses of English.
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
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.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in reading and content to expand language comprehension.
RI.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies.
RI.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content.

CODE	DESCRIPTION
RI.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.
RI.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on eighth grade reading and content.
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.
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.
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.1.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word.
RI.2.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase
RI.3.11.a	Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.
RI.4.11.a	Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
RI.5.11.a	Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase..
RI.6.11.a	Use context to determine the meaning of a word or phrase.
RI.7.11.a	Use context to determine the meaning of a word or phrase.
RI.8.11.a	Use context to determine the meaning of a word or phrase.
RI.9-10.11.a	Use context to determine the meaning of a word or phrase.
RI.11-12.11.a	Use context to determine the meaning of a word or phrase.
RI.K.11.b	Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word.
RI.1.11.b	Use affixes to determine the meaning of a word or phrase.
RI.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
RI.4.11.b	Use common Greek and Latin affixes to define the meaning of a word.
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
RI.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RI.7.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word.
RI.8.11.b	Use common, grade-appropriate Greek or Latin affixes and roots to define the meaning of a word (e.g., precede, recede, secede).
RI.9-10.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

CODE	DESCRIPTION
RI.11-12.11.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
RI.1.11.c	Identify root words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).
RI.2.11.c	Use a known root word the meaning of an unknown word with the same root (e.g., happy/unhappy, do/redo).
RI.3.11.c	Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
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.5.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.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.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.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.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.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.2.11.d	Use knowledge of the meaning of individual words to define the meaning of compound words (e.g., birdhouse).
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.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.7.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.8.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.9-10.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.11-12.11.d	Verify the preliminary determination of the meaning of a word or phrase.
RI.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings.

CODE	DESCRIPTION
RI.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.5.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.6.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.7.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.8.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.9-10.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.11-12.12	Demonstrate understanding of figurative language, 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.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RI.2.12.a	Identify real-life connections between words and their use.
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RI.4.12.a	Explain the meaning of simple similes and metaphors in context.
RI.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RI.6.12.a	Interpret figures of speech in context.
RI.7.12.a	Interpret figures of speech in context.
RI.8.12.a	Interpret figures of speech in context.
RI.9-10.12.a	Interpret figures of speech in context and analyze their role in the text.
RI.11-12.12.a	Interpret figures of speech in context and analyze their role in the text.
RI.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RI.1.12.b	Define words by category and by one or more key attributes.
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RI.3.12.b	Identify real-life connections between words and their uses.
RI.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RI.5.12.b	Recognize and explain the meaning of common idioms, adages and proverbs.
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.7.12.b	Use the relationship between particular words to better understand each of the words.
RI.8.12.b	Use the relationship between particular words to better understand each of the words.
RI.9-10.12.b	Analyze nuances in the meaning of words with similar denotations.
RI.11-12.12.b	Analyze nuances in the meaning of words with similar denotations.

CODE	DESCRIPTION
RI.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RI.1.12.c	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.
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).
RI.5.12.c	Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
RI.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RI.7.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RI.8.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
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 Text Complexity

CODE	DESCRIPTION
RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.
RI.1.13	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.
RI.2.13	Read and comprehend informational text of appropriate quantitative and qualitative complexity for second grade.
RI.3.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
RI.4.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.
RI.5.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade.
RI.6.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for sixth grade.
RI.7.13	Read and comprehend high-quality and engaging informational text of appropriate quantitative and qualitative complexity for seventh grade.
RI.8.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for eighth grade.
RI.9-10.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
RI.11-12.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

Writing

Text Types and Purposes

CODE	DESCRIPTION
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.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.
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.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
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.
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.
W.3.1.a	Know the difference between fact and opinion
W.4.1.a	Know the difference between fact and opinion.
W.5.1.a	Know the difference between fact and opinion.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
W.9-10.1.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.
W.11-12.1.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.

CODE	DESCRIPTION
W.3.1.b	Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons
W.4.1.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.
W.5.1.b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.9-10.1.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.
W.11-12.1.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.
W.3.1.c	Provide reasons that support the opinion
W.4.1.c	Provide reasons that are supported by facts and details.
W.5.1.c	Provide logically ordered reasons that are supported by facts and details.
W.6.1.c	Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
W.7.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
W.8.1.c	Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
W.9-10.1.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.
W.11-12.1.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.
W.3.1.d	Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.4.1.d	Provide a concluding statement or section related to the opinion presented.
W.5.1.d	Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
W.6.1.d	Establish and maintain a formal style.
W.7.1.d	Establish and maintain a formal style.
W.8.1.d	Establish and maintain a formal style.
W.9-10.1.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.

CODE	DESCRIPTION
W.11-12.1.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.
W.3.1.e	Provide a concluding statement or section.
W.5.1.e	Provide a concluding statement or section related to the opinion presented.
W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1.e	Provide a concluding statement or section that follows and supports the argument presented.
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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.
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.
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.
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.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.4.2.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.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.

CODE	DESCRIPTION
W.6.2.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.
W.7.2.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.
W.8.2.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.
W.9-10.2.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.
W.11-12.2.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.
W.3.2.b	Develop the topic with facts, definitions and details.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
W.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
W.9-10.2.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.11-12.2.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.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.5.2.c	Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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.

CODE	DESCRIPTION
W.11-12.2.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.
W.3.2.d	Provide a concluding statement or section.
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.9-10.2.d	Use precise language and domain specific vocabulary to manage the complexity of the topic.
W.11-12.2.d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.6.2.e	Establish and maintain a formal style.
W.7.2.e	Establish and maintain a formal style.
W.8.2.e	Establish and maintain a formal style.
W.9-10.2.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.
W.11-12.2.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.
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
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.

CODE	DESCRIPTION
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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
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.
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.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.6.3.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.
W.7.3.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.
W.8.3.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.
W.9-10.3.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.
W.11-12.3.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.
W.3.3.b	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.5.3.b	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.

CODE	DESCRIPTION
W.6.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
W.7.3.b	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
W.8.3.b	Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
W.3.3.c	Use temporal words and phrases to signal event order.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.5.3.c	Use a variety of transitional words, phrases and clauses to manage the sequence of events.
W.6.3.c	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
W.7.3.c	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.8.3.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.
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.11-12.3.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.
W.3.3.d	Provide a sense of closure.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.6.3.d	Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
W.7.3.d	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
W.8.3.d	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
W.9-10.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.d	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CODE	DESCRIPTION
W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
W.11-12.3.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

CODE	DESCRIPTION
W.K.4	Begins in third grade.
W.1.4	Begins in third grade.
W.2.4	Begins in third grade.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.6.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.7.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.8.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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.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.
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.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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.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.

CODE	DESCRIPTION
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.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.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	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.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.
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.
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.
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.
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.
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.
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.
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.
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

CODE	DESCRIPTION
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.1.7	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.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.3.7	Conduct short research projects that build knowledge about a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.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.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	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.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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.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.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.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.

CODE	DESCRIPTION
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.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.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.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.K.9	Begins in fourth grade.
W.1.9	Begins in fourth grade.
W.2.9	Begins in fourth grade.
W.3.9	Begins in fourth grade.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
W.11-12.9	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
W.5.9.a	Apply fifth grade reading standards to literature (e.g., “Compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9.b	Apply fifth grade reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Language in Writing

CODE	DESCRIPTION
W.K.10	Demonstrate command of the conventions of standards English grammar and usage when writing.
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
W.4.10	Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
W.5.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.9-10.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.11-12.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.K.10.a	Correctly form upper and lowercase letters with line awareness.
W.1.10.a	Correctly produce upper- and lowercase letters.
W.2.10.a	Use collective nouns when writing.
W.3.10.a	Choose words and phrases for effect.
W.4.10.a	Choose words and phrases to convey ideas precisely.
W.5.10.a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
W.6.10.a	Vary sentence patterns for meaning, reader/listener interest and style.
W.7.10.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
W.8.10.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
W.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.
W.11-12.10.a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
W.K.10.b	Use frequently occurring nouns and verbs in writing.
W.1.10.b	Use common, proper and possessive nouns when writing.
W.2.10.b	Form and use frequently-occurring irregular plural nouns (e.g., feet)

CODE	DESCRIPTION
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
W.4.10.b	Form and use relative pronouns and relative adverbs.
W.5.10.b	Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
W.6.10.b	Ensure that pronouns are in the proper case (subjective, objective, possessive).
W.7.10.b	Explain the function of phrases and clauses in general and their function in specific sentences.
W.8.10.b	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
W.9-10.10.b	Use parallel structure.
W.11-12.10.b	Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
W.K.10.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.
W.2.10.c	Use reflexive pronouns (e.g., myself)
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
W.4.10.c	Form and use the progressive verb tenses.
W.5.10.c	Form and use the perfect verb tenses (e.g., I had walked, I have walked)
W.6.10.c	Use intensive pronouns (e.g., myself, ourselves).
W.7.10.c	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
W.8.10.c	Form and use verbs in the active and passive voice.
W.9-10.10.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.11-12.10.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.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.1.10.d	Use personal, possessive and indefinite pronouns (e.g., I, me, my).
W.2.10.d	Form and use past tense of frequently-occurring irregular verbs (e.g., told).
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
W.4.10.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
W.5.10.d	Use verb tense to convey various times, sequences, states and conditions.
W.6.10.d	Recognize and correct inappropriate shifts in pronoun number and person.
W.7.10.d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
W.8.10.d	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.

CODE	DESCRIPTION
W.K.10.e	Produce and expand complete sentences in shared language activities.
W.1.10.e	Use verbs to convey a sense of past, present and future when writing.
W.2.10.e	Use adjectives and adverbs and choose between them depending on what is to be modified.
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.
W.4.10.e	Order adjectives within sentences according to conventional patterns.
W.5.10.e	Recognize and correct inappropriate shifts in verb tense.
W.6.10.e	Recognize and correct vague pronouns.
W.8.10.e	Recognize and correct inappropriate shifts in verb voice and mood.
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
W.2.10.f	Produce, expand and rearrange complete simple and compound sentences.
W.3.10.f	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
W.4.10.f	Form and use prepositional phrases.
W.5.10.f	Use correlative conjunctions. (e.g., either/or)
W.6.10.f	Recognize variations from standard English in their own and others' writing and identify and use strategies to improve expression in
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
W.3.10.g	Use coordinating and subordinating conjunctions.
W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.6.10.g	conventional language.
W.3.10.h	Produce simple, compound and complex sentences.
W.4.10.h	Correctly use frequently confused words (e.g., to, too, two)
W.6.10.h	Maintain consistency in style and tone.
W.4.10.i	Choose punctuation for effect.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

CODE	DESCRIPTION
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.9-10.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.11-12.11	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.1.11.a	Capitalize dates and names of people.
W.2.11.a	Capitalize holidays, product names and geographic names.
W.3.11.a	Capitalize appropriate words in titles.
W.4.11.a	Use correct capitalization.
W.5.11.a	Use punctuation to separate items in a series.
W.6.11.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
W.7.11.a	Use a comma to separate coordinate adjectives.
W.8.11.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
W.9-10.11.a	Use a semicolon to link two or more closely related independent clauses.
W.11-12.11.a	Observe hyphenation conventions.
W.K.11.b	Recognize and name end punctuation.
W.1.11.b	Use end punctuation for sentences.
W.2.11.b	Use commas in greetings and closings of letters.
W.3.11.b	Use commas in addresses.
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.
W.6.11.b	Spell correctly.
W.7.11.b	Spell correctly.
W.8.11.b	Use an ellipsis to indicate an omission.
W.9-10.11.b	Use a colon to introduce a list or quotation.
W.11-12.11.b	Spell correctly.
W.K.11.c	Write a letter or letters for most consonant and short vowel sounds.
W.1.11.c	Use commas in dates and to separate single words in a series.
W.2.11.c	Use an apostrophe to form contractions and frequently-occurring possessives.
W.3.11.c	Use commas and quotation marks in dialogue.
W.4.11.c	Use a comma before a coordinating conjunction in a compound sentence.
W.5.11.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
W.8.11.c	Spell correctly.
W.9-10.11.c	Spell correctly.

CODE	DESCRIPTION
W.K.11.d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
W.1.11.d	Use conventional spelling for words with common spelling patterns (e.g., floss rule) and for frequently-occurring irregular words.
W.2.11.d	Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule.
W.3.11.d	Form and use possessives.
W.4.11.d	Spell grade-appropriate words correctly, consulting references as needed.
W.5.11.d	Use underlining, quotation marks or italics to indicate titles of works.
W.1.11.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W.2.11.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.3.11.e	Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
W.5.11.e	Spell grade-appropriate words correctly, consulting reference materials as needed.
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

CODE	DESCRIPTION
W.K.12	Begins in third grade.
W.1.12	Begins in third grade.
W.2.12	Begins in third grade.
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.
W.4.12	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.
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.
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.
W.7.12	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.
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.

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.
- 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.

KANSAS STANDARDS FOR ENGLISH LANGUAGE ARTS VERTICAL ALIGNMENT

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.K.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
SL.1.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
SL.2.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on sixth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on seventh grade topics, texts and issues, building on others' ideas and expressing their own clearly.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on eighth grade topics, texts and issues, building on others' ideas and expressing their own clearly.
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.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.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.1.1.a	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).

CODE	DESCRIPTION
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.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.4.1.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.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.6.1.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.
SL.7.1.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.
SL.8.1.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.
SL.9-10.1.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.
SL.11-12.1.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.
SL.K.1.b	Extend a conversation through multiple exchanges.
SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
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.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines and individual roles as needed.
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

CODE	DESCRIPTION
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.2.1.c	Ask for clarification and further explanation as needed 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.4.1.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.
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
SL.7.1.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.
SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
SL.9-10.1.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.
SL.11-12.1.c	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.3.1.d	Explain their ideas and understanding in light of the discussion.
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.9-10.1.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.
SL.11-12.1.d	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.K.2	Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.

CODE	DESCRIPTION
SL.1.2	Ask and answer questions about key details in a text read aloud, information presented orally or through media.
SL.2.2	Recount or describe key ideas or details from a text read aloud, information presented orally or through media.
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.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
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.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.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.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
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.K.3	Ask and answer questions to seek help, get information or clarify what is not understood.
SL.1.3	Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.
SL.2.3	Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.
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.
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.

CODE	DESCRIPTION
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

CODE	DESCRIPTION
SL.K.4	Use details to describe familiar people, places, things or events with prompting and support.
SL.1.4	Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
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.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.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.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.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.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.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.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.11-12.4	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.
SL.K.5	Add drawings or other visual displays to supply additional detail to descriptions.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
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.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.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CODE	DESCRIPTION
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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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.
SL.K.6	Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.
SL.1.6	Produce complete sentences with appropriate volume, enunciation and rate.
SL.2.6	Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
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.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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

CODE	DESCRIPTION
SL.K.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
SL.9-10.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.11-12.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.K.7.a	Use frequently occurring nouns and verbs in speech.
SL.1.7.a	Use common, proper and possessive nouns when speaking.
SL.2.7.a	Use collective nouns when speaking.
SL.3.7.a	Choose words and phrases for effect.
SL.4.7.a	Choose words and phrases to convey ideas precisely.
SL.5.7.a	Expand, combine and reduce sentences for meaning, read/listener interest and style.
SL.6.7.a	Vary sentence patterns for meaning, reader/listener interest and style.
SL.7.7.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
SL.8.7.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
SL.9-10.7.a	Use parallel structure.
SL.11-12.7.a	Vary syntax for effect, consulting references for guidance as needed.
SL.K.7.b	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.
SL.2.7.b	Form and use frequently-occurring irregular plural nouns (e.g., teeth).
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
SL.4.7.b	Use relative pronouns.
SL.5.7.b	Form and use the perfect verb tenses (e.g., I had walked, I have walked)

CODE	DESCRIPTION
SL.6.7.b	Use intensive pronouns (e.g., myself, ourselves).
SL.7.7.b	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
SL.8.7.b	Form and use verbs in the active and passive voice.
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.11-12.7.b	Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
SL.K.7.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
SL.1.7.c	Use personal, possessive, and indefinite pronouns when speaking.
SL.2.7.c	Use reflexive pronouns (e.g., ourselves).
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
SL.4.7.c	Form and use the progressive verb tenses.
SL.5.7.c	Use verb tense to convey various times, sequences, states and conditions.
SL.6.7.c	Recognize and correct inappropriate shifts in pronoun number and person.
SL.7.7.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
SL.8.7.c	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
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.1.7.d	Use verbs to convey a sense of past, present and future when speaking.
SL.2.7.d	Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
SL.3.7.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.
SL.6.7.d	Recognize and correct vague pronouns.
SL.8.7.d	Recognize and correct inappropriate shifts in verb voice and mood.
SL.K.7.e	Produce and expand complete sentences in shared language activities.
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking.
SL.2.7.e	Use context-appropriate adjectives and adverbs.
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.
SL.5.7.e	Use correlative conjunctions. (e.g., either/or)
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.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

CODE	DESCRIPTION
SL.2.7.f	Produce complete simple and compound sentences.
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.4.7.f	Form and use prepositional phrases.
SL.6.7.f	Maintain consistency in style and tone.
SL.3.7.g	Use coordinating and subordinating conjunctions.
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SL.3.7.h	Produce simple, compound and complex sentences.
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.K.8	Use words and phrases acquired through conversations, reading, and read alouds.
SL.1.8	Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships.
SL.2.8	Use phrases and words, including adjective and adverbs to describe, which have been acquired through conversations, reading, read alouds and text responses.
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.
SL.4.8	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.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.
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.
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.
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.
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.
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.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

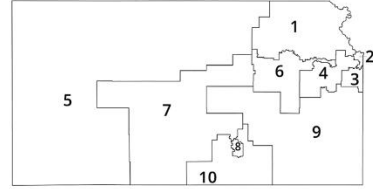
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.










OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1  Danny Zeck dzeck@ksde.org	DISTRICT 2  Melanie Haas Chair mhaas@ksde.org	DISTRICT 3  Michelle Dombrosky mdombrosky@ksde.org	DISTRICT 4  Ann E. Mah Legislative Liaison amah@ksde.org	DISTRICT 5  Cathy Hopkins chopkins@ksde.org
DISTRICT 6  Dr. Deena Horst Legislative Liaison dhorst@ksde.org	DISTRICT 7  Dennis Hershberger dhershberger@ksde.org	DISTRICT 8  Betty Arnold barnold@ksde.org	DISTRICT 9  Jim Porter Vice Chair jporter@ksde.org	DISTRICT 10  Jim McNiece jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER Division of Learning Services



Dr. Ben Proctor

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Kansas leads the world in the success of each student.

Jan. 13, 2023

For more information, contact:

Joann M. McRell
Humanities Program Manager
Career, Standards and Assessment Services
(785) 296-2144
jmcrell@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

<https://www.ksde.org>