Kansas Common Core Standards

Anchor Standards* for Literacy Learning

The "Anchor Standards for Literacy Learning" were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The "Anchor Standards for Literacy Learning" underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	**1**	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
	2	Use meta-cognitive strategies to monitor literacy learning progress.
	3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the "Anchor Standards for Reading" and "Anchor Standards for Writing" sections below.

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Anchor Standards* for Reading

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	**1**	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	**4**	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	**7**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	**10**	Read and comprehend complex literary and informational texts independently and proficiently.
	 **11**	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	 **12**	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

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Note: See page 10 of the CCSS document for the "Note on range and content of student reading" for grades K-5. See page 35 of the CCSS document for the "Note on range and content of student reading" for grades 6-12.

Grade 3

Reading Standards for Literature	
Key Ideas and Details	**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.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	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.
Craft and Structure	**RL.3.4** – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	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.3.6 – Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	**RL.3.7** – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	(Not applicable to literature)
	RL.3.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	**RL.3.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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Grade 3

Reading Standards for Informational Text	
Key Ideas and Details	**RI.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.
	RI.3.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	**RI.3.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	RI.3.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	RI.3.6 – Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	**RI.3.7** – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	RI.3.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	RI.3.9 – Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	**RI.3.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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Grade 3

Reading Standards: Foundational Skills	
Phonics and Word Recognition	**RF.3.1** – Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.3.1a – Identify and know the meaning of the most common prefixes and derivational suffixes.
	RF.3.1b – Decode words with common Latin suffixes.
	RF.3.1c – Decode multisyllable words.
	RF.3.1d – Read grade-appropriate irregularly spelled words.
Fluency	**RF.3.2** – Read with sufficient accuracy and fluency to support comprehension.
	RF.3.2a – Read on-level text with purpose and understanding.
	RF.3.2b – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	RF.3.2c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Anchor Standards* for Writing

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	**1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 **11**	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	**4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 **12**	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	**7**	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	**10**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

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Note: See page 18 of the CCSS document for the "Note on range and content of student writing" for grades K-5. See page 41 of the CCSS document for the "Note on range and content of student writing" for grades 6-12.

Grade 3

Writing Standards	
Text Types and Purposes	**W.3.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons.
	W.3.1a – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	W.3.1b – Provide reasons that support the opinion.
	W.3.1c – Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	W.3.1d – Provide a concluding statement or section.
	W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.3.2a – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	W.3.2b – Develop the topic with facts, definitions, and details.
	W.3.2c – Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
	W.3.2d – Provide a concluding statement or section.
	W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	W.3.3a – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	W.3.3b – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	W.3.3c – Use temporal words and phrases to signal event order.
	W.3.3d – Provide a sense of closure.
Production and Distribution of Writing	**W.3.4** – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29 [of the CCSS].)
	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.
Research to Build and Present	**W.3.7** – Conduct short research projects that build knowledge about a topic.
	W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	W.3.9 – (Begins in grade 4)

Knowledge	
Range of Writing	**W.3.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration	**1**	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	**4**	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note: See page 22 of the CCSS document for the "Note on range and content of student speaking and listening" for grades K-5. See page 48 of the CCSS document for the "Note on range and content of student speaking and listening" for grades 6-12.

Kansas Common Core Standards

Grade 3

Speaking and Listening Standards	
Comprehension & Collaboration	**SL.3.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	SL.3.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	SL.3.1b – 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.3.1c – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	SL.3.1d – Explain their own ideas and understanding in light of the discussion.
	SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	**SL.3.4** – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	SL.3.5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	SL.3.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)

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Anchor Standards for Language

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Language		
Conventions of Standard English	**1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	**3**	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.
Vocabulary Acquisition and Use	**4**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	5	Demonstrate understanding of word relationships and nuances in word meanings.
	6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Note: See page 25 of the CCSS document for the "Note on range and content of student language use" for grades K-5. See page 51 of the CCSS document for the "Note on range and content of student language use" for grades 6-12.

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Grade 3

Note: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 [of the CCSS] for a complete list and Appendix A [of the CCSS] for an example of how these skills develop in sophistication.

Language Standards	
Conventions of Standard English	**L.3.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.3.1a – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	L.3.1b – Form and use regular and irregular plural nouns.
	L.3.1c – Use abstract nouns (e.g., *childhood*).
	L.3.1d – Form and use regular and irregular verbs.
	L.3.1e – Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
	L.3.1f – Ensure subject-verb and pronoun-antecedent agreement.*
	L.3.1g – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	L.3.1h – Use coordinating and subordinating conjunctions.
	L.3.1i – Produce simple, compound, and complex sentences.
	L.3.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3.2a – Capitalize appropriate words in titles.
	L.3.2b – Use commas in addresses.
	L.3.2c – Use commas and quotation marks in dialogue.
	L.3.2d – Form and use possessives.
	L.3.2e – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
	L.3.2f – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	L.3.2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	**L.3.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.3.3a – Choose words and phrases for effect.*
	L.3.3b – Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use	**L.3.4** – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
	L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
	L.3.4b – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
	L.3.4c – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
	L.3.4d – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	L.3.5 – Demonstrate understanding of word relationships and nuances in word meanings.
	L.3.5a – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
	L.3.5b – Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
	L.3.5c – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
	L.3.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).