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.

Kansas Common Core Standards

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.

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.

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.

3/26/12

Kansas Common Core Standards

Grade 1

Reading Standards for Literature	
Key Ideas and Details	**RL.1.1** – Ask and answer questions about key details in a text.
	RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RL.1.3 – Describe character, settings, and major events in a story, using key details.
Craft and Structure	**RL.1.4** – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	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.1.6 – Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	**RL.1.7** – Use illustrations and details in a story to describe its characters, setting, or events.
	(Not applicable to literature)
	RL.1.9 – Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	**RL.1.10** –With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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Kansas Common Core Standards

Grade 1

Reading Standards for Informational Text	
Key Ideas and Details	**RI.1.1** – Ask and answer questions about key details in a text.
	RI.1.2 – Identify the main topic and retell key details of a text.
	RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	**RI.1.4** – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	RI.1.5 – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	RI.1.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	**RI.1.7** – Use the illustrations and details in a text to describe its key ideas.
	RI.1.8 – Identify the reasons an author gives to support points in a text.
	RI.1.9 – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	**RI.1.10** – With prompting and support, read informational texts appropriately complex for grade 1.

Kansas Common Core Standards

Grade 1

Reading Standards: Foundation Skills	
Print Concepts	**RF.1.1** – Demonstrate understanding of the organization and basic features of print.
	RF.1.1a – Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	**RF.1.2** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	RF.1.2a – Distinguish long from short vowel sounds in spoken single-syllable words.
	RF.1.2b – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	RF.1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	RF.1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	**RF.1.3** – Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.1.3a – Know the spelling-sound correspondences for common consonant digraphs.
	RF.1.3b – Decode regularly spelled one-syllable words.
	RF.1.3c – Know final –e and common vowel team conventions for representing long vowel sounds.
	RF.1.3d – Use knowledge that every syllable must have a vowel sounds to determine the number of syllables in a printed word.
	RF.1.3e – Decode two-syllable words following basic patterns by breaking the words into syllables.
	RF.1.3f – Read words with inflectional endings.
	RF.1.3g – Recognize and read grade-appropriate irregularly spelled words.
Fluency	**RF.1.4** – Read with sufficient accuracy and fluency to support comprehension.
	RF.1.4a – Read on-level text with purpose and understanding.
	RF.1.4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF.1.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Kansas Common Core Standards

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.

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.

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3/26/12

Kansas Common Core Standards

Grade 1

Writing Standards	
Text Types and Purposes	**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.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.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.
Production and Distribution of Writing	**W.1.4** – (Begins in grade 3)
	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.1.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	**W.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.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.K.9 – (Begins in grade 4)
Range of Writing	**W.K.10** – (Begins in grade 3)

Kansas Common Core Standards

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 1

Speaking and Listening Standards	
Comprehension & Collaboration	**SL.1.1** – Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
	SL.1.1a – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	SL.1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	SL.1.1c – Ask questions to clear up any confusion about the topics and texts under discussion.
	SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	**SL.1.4** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.1.6 – Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)

Kansas Common Core Standards

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.

Kansas Common Core Standards

Grade 1

Language Standards	
Conventions of Standard English	**L.1.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.1.1a – Print all upper- and lowercase letters.
	L.1.1b – Use common, proper, and possessive nouns.
	L.1.1c – Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
	L.1.1d – Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
	L.1.1e – Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
	L.1.1f – Use frequently occurring adjectives.
	L.1.1g – Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
	L.1.1h – Use determiners (e.g., articles, demonstratives).
	L.1.1i – Use frequently occurring prepositions (e.g., *during, beyond, toward*).
	L.1.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2a – Capitalize dates and names of people.
	L.1.2b – Use end punctuation for sentences.
	L.1.2c – Use commas in dates and to separate single words in a series.
	L.1.2d – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	L.1.2e – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	**L.1.3** – (Begins in grade 2)
Vocabulary Acquisition and Use	**L.1.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
	L.1.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
	L.1.4b – Use frequently occurring affixes as a clue to the meaning of a word.
	L.1.4c – Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
	L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	L.1.5a – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	L.1.5b – Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

	L.1.5c – Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
	L.1.5d – Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
	L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).