KANSAS STANDARDS FOR

English Language Arts

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Updated February 2025

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 students 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.

Contents

Kindergarten 5
- Reading: Foundational 5
- Reading: Literature 6
- Reading Informational 7
- Writing 8
- Speaking and Learning 10

Grade 1 11
- Reading: Foundation 11
- Reading: Literature 12
- Reading: Informational 13
- Writing 15
- Speaking and Listening 17

Grade 2 18
- Reading: Foundational 18
- Reading: Literature 19
- Reading: Informational 20
- Writing 22
- Speaking and Listening 23

Grade 3 25
- Reading: Foundational 25
- Reading: Literature 25
- Reading: Informational 27
- Writing 29
- Speaking and Listening 31

Grade 4 33
- Reading: Foundational 33
- Reading: Literature 33
- Reading: Informational 35
- Writing 37
- Speaking and Learning 39

Grade 5 41
Reading: Foundational 41
Reading Literature 42
Reading: Informational 44
Writing 46
Speaking and Learning 49

Grade 6 50
Reading: Literacy 50
Reading: Informational 52
Writing 54
Speaking and Listening 56

Grade 7 58
Reading: Literature 58
Reading: Informational 60
Writing 62
Speaking and Listening 64

Grade 8 65
Reading: Literature 65
Reading: Informational 67
Writing 69
Speaking and Listening 71

Grades 9-10 73
Reading: Literature 73
Reading: Informational 75
Writing 77
Speaking and Listening 80

Grades 11-12 82
Reading: Literature 82
Reading: Informational 84
Writing 86
Speaking and Listening 89

Kindergarten

Reading: Foundational

Print Concepts

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

Phonological Awareness

CODE	DESCRIPTION
RF.K.2	Demonstrate understanding of phonemes (sounds).
RF.K.2.a	Manipulate (segment, blend or substitute) sounds in the initial, final and medial positions. (Phonemic awareness)
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.K.2.c	Count, produce, blend, and segment syllables in spoken words.
RF.K.2.d	Blend and segment onsets and rimes (word families) of single-syllable spoken words.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a	Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).

Fluency

CODE	DESCRIPTION
RF.K.4	Read decodable texts that support instruction.

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.K.2	With prompting and support, retell familiar stories, including key events.
RL.K.3	With prompting and support, identify characters, settings and major events in a story.

Craft and Structure

CODE	DESCRIPTION
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration 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.K.8	Not applicable for literature.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Language in Reading: Literature

CODE	DESCRIPTION
RL.K.10	Begins in second grade.
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and also learning that duck can be used as a verb).
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.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings to expand language comprehension.
RL.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RL.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.K.13	Listen to high quality drama, prose, and poetry to expand language comprehension.

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.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

CODE	DESCRIPTION
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

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.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Language in Reading: Informational

CODE	DESCRIPTION
RI.K.10	Begins in second grade.
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.K.11.a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
RI.K.11.b	Use the most frequently occurring inflectional endings and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to determine the meaning of an unknown word.
RI.K.12	With guidance and support from adults, explore word relationships and nuances in word meanings.
RI.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RI.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RI.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RI.K.12.d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Range of Reading and Text Complexity

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

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.K.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

Production and Distribution of Writing

CODE	DESCRIPTION
W.K.4	Begins in third grade.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

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.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	Begins in fourth grade.

Language in Writing

CODE	DESCRIPTION
W.K.10	Demonstrate command of the conventions of standards English grammar and usage when writing.
W.K.10.a	Correctly form upper- and lower-case letters with line awareness.
W.K.10.b	Use frequently occurring nouns and verbs in writing.
W.K.10.c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
W.K.10.d	Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).
W.K.10.e	Produce and expand complete sentences in shared language activities.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.K.11.a	Capitalize the first word in a sentence and the pronoun I.
W.K.11.b	Recognize and name end punctuation.
W.K.11.c	Write a letter or letters for most consonant and short vowel sounds.
W.K.11.d	Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Range of Writing

CODE	DESCRIPTION
W.K.12	Begins in third grade.

Speaking and Learning

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.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.b	Extend a conversation through multiple exchanges.
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.
SL.K.3	Ask and answer questions to seek help, get information or clarify what is not understood.

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.K.5	Add drawings or other visual displays to supply additional detail to descriptions.
SL.K.6	Speak with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly.

Language in Speaking and Listening

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