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

Grade 4

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.4.1	Not applicable to fourth grade.

Phonological Awareness

CODE	DESCRIPTION
RF.4.2	Not applicable to fourth grade.

Phonics and Word Recognition

CODE	DESCRIPTION
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.

Fluency

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

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
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.4.2	Determine the theme of a story, drama or poem from details in the text; summarize the text.
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).

Craft and Structure

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

Integration of Knowledge and Ideas

CODE	DESCRIPTION
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	Not applicable for literature.
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.

Language in Reading: Literature

CODE	DESCRIPTION
RL.4.10	Use knowledge of language and its conventions when reading.
RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.4.11.a	Use context "definition, synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.
RL.4.11.b	Use common Greek and Latin affixes to determine the meaning of a word.
RL.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.4.12.a	Explain the meaning of simple similes and metaphors in context.
RL.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RL.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.4.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.

Reading: Informational

Key Ideas and Details

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

Craft and Structure

CODE	DESCRIPTION
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.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration and Knowledge and Ideas

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

Language in Reading: Informational

CODE	DESCRIPTION
RI.4.10	Apply acquired skills in writing and speaking.
RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.4.11.a	Use context "definition,synonym, antonym, examples, inferences" to determine the meaning of a word or phrase.
RI.4.11.b	Use common Greek and Latin affixes to determine the meaning of a word.
RI.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.4.12	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RI.4.12.a	Explain the meaning of simple similes and metaphors in context.
RI.4.12.b	Recognize and explain the meaning of common idioms, adages and proverbs in context.
RI.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.4.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.a	Know the difference between fact and opinion.
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.4.1.c	Provide reasons that are supported by facts and details.
W.4.1.d	Use transition words and phrases to connect opinion and reasons.
W.4.1.e	Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.4.2.b	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
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.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CODE	DESCRIPTION
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

Research to Build and Present Knowledge

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

Language in Writing

CODE	DESCRIPTION
W.4.10	Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
W.4.10.a	Choose words and phrases to convey ideas precisely.
W.4.10.b	Form and use relative pronouns and relative adverbs.
W.4.10.c	Form and use the progressive verb tenses.
W.4.10.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
W.4.10.e	Order adjectives within sentences according to conventional patterns.
W.4.10.f	Form and use prepositional phrases.
W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.10.h	Correctly use frequently confused words (e.g., to, too, two)
W.4.10.i	Choose punctuation for effect.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.4.11.a	Use correct capitalization.
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.
W.4.11.c	Use a comma before a coordinating conjunction in a compound sentence.
W.4.11.d	Spell grade-appropriate words correctly, consulting references as needed.

Range of Writing

CODE	DESCRIPTION
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.

Speaking and Learning

Comprehension and Collaboration

CODE	DESCRIPTION
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.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

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

Language in Speaking and Listening

CODE	DESCRIPTION
SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.4.7.a	Choose words and phrases to convey ideas precisely.
SL.4.7.b	Use relative pronouns.
SL.4.7.c	Form and use the progressive verb tenses.
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.
SL.4.7.f	Form and use prepositional phrases.
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SL.4.7.h	Correctly use frequently confused words.
SL.4.7.i	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
SL.4.8	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.