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 3

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.3.1	Not applicable for third grade.

Phonological Awareness

CODE	DESCRIPTION
RF.3.2	Not applicable for third grade.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).
RF.3.3.b	Decode words with common Latin suffixes (e.g., -able, -ation, -ible).
RF.3.3.c	Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).
RF.3.3.d	Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).

Fluency

CODE	DESCRIPTION
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a	Read complex text with purpose and understanding.
RF.3.4.b	Read complex prose and poetry orally with accuracy, prosody and appropriate rate.
RF.3.4.c	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.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 lesson, moral, or central message (main idea) 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

CODE	DESCRIPTION
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 perspective (viewpoint) from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
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.3.8	Not applicable for 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).

Language in Reading: Literature

CODE	DESCRIPTION
RL.3.10	Use knowledge of language and its conventions when reading.
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.3.11.a	Use sentence-level contextdefinition, synonym, antonym, examples to comprehend the meaning of a word or phrase.
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.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.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.3.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RL.3.12.b	Identify real-life connections between words and their uses.
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.3.13	Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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.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 perspective "viewpoint" from that of the author of a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
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.

Language in Reading: Informational

CODE	DESCRIPTION
RI.3.10	Use knowledge of language and its conventions when reading.
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RI.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.3.11.a	Use sentence-level context "definition, synonym, antonym, examples" to determine the meaning of a word or phrase.
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.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.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.3.12	Demonstrate understanding of word relationships and nuances in word meanings.
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RI.3.12.b	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.

Range or Reading and Text Complexity

CODE	DESCRIPTION
RI.3.13	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.a	Know the difference between fact and opinion
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.3.1.c	Provide reasons that support the opinion.
W.3.1.d	Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.e.	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2.b	Develop the topic with facts, definitions and details.
W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.d	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.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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.3.3.c	Use temporal words and phrases to signal event order.
W.3.3.d	Provide a sense of closure.

Production and Distribution of Writing

CODE	DESCRIPTION
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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 Knowledge

CODE	DESCRIPTION
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 fourth grade.

Language in Writing

CODE	DESCRIPTION
W.3.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.3.10.a	Choose words and phrases for effect.
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.
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.3.10.g	Use coordinating and subordinating conjunctions.
W.3.10.h	Produce simple, compound and complex sentences.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.3.11.a	Capitalize appropriate words in titles.
W.3.11.b	Use commas in addresses.
W.3.11.c	Use commas and quotation marks in dialogue.
W.3.11.d	Form and use possessives.
W.3.11.e	Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
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.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.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on third grade topics and texts, building on others' ideas and expressing their own clearly.
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.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.3.1.c	Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
SL.3.1.d	Explain their 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

CODE	DESCRIPTION
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.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
SL.3.7.a	Choose words and phrases for effect.
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
SL.3.7.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.
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.3.7.g	Use coordinating and subordinating conjunctions.
SL.3.7.h	Produce simple, compound and complex sentences.
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.