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 1

Reading: Foundation

Print Concepts

CODE	DESCRIPTION
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.a	Demonstrate book orientation knowledge.
RF.1.1.b	Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

CODE	DESCRIPTION
RF.1.2	Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.b	Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
RF.1.2.c	Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
RF.1.2.d	Orally segment single-syllable words into their complete sequence of individual phonemes.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.1.3.a	Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
RF.1.3.b	Decode regularly spelled one-syllable words.
RF.1.3.c	Know final -e and common vowel team patterns for representing long vowel sounds.
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).
RF.1.3.g	Recognize and read grade-appropriate words, including compound words.
RF.1.3.h	Decode hard and soft c and g.
RF.1.3.i	Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).
RF.1.3.j	Recognize diphthongs in single-syllable words.

Fluency

CODE	DESCRIPTION
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a	Read text with purpose and understanding.
RF.1.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.1.4.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.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
RL.1.3	Describe characters, settings and major events in a story, using key details.

Craft and Structure

CODE	DESCRIPTION
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

CODE	DESCRIPTION
RL.1.7	Use illustrations and details in a story to describe its characters, setting or events.
RL.1.8	Not applicable for literature.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Language in Reading: Literature

CODE	DESCRIPTION
RL.1.10	Begins in second grade.
RL.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.1.11.a	Use sentence-level context (definition and synonym) as a clue to the meaning of a word.
RL.1.11.b	Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
RL.1.11.c	Identify frequently-occurring base words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).
RL.1.11.d	Use comparative and superlative adjectives (-er, -est).
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RL.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RL.1.12.b	Define words by category and by one or more key attributes.
RL.1.12.c	Identify real-life connections between words and their uses.
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.1.13	With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for first grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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 illustrations or other graphics and information provided by the words in a text.

Integration of Knowledge and Ideas

CODE	DESCRIPTION
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).

Language in Reading: Informational

CODE	DESCRIPTION
RI.1.10	Begins in second grade.
RI.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.1.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word.
RI.1.11.b	Use affixes to determine the meaning of a word or phrase.
RI.1.11.c	Identify root words (e.g., look) and their inflectional endings (e.g., looks, looked, looking).
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RI.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.
RI.1.12.b	Define words by category and by one or more key attributes.
RI.1.12.c	Identify real-life connections between words and their uses.
RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.1.13	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
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

CODE	DESCRIPTION
W.1.4	Begins in third grade.
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.
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.1.9	Begins in fourth grade.

Language in Writing

CODE	DESCRIPTION
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.1.10.a	Correctly produce upper- and lowercase letters.
W.1.10.b	Use common, proper and possessive nouns when writing.
W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.
W.1.10.d	Use personal, possessive and indefinite pronouns (e.g., I, me, my).
W.1.10.e	Use verbs to convey a sense of past, present and future when writing.
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.1.11.a	Capitalize dates and names of people.
W.1.11.b	Use end punctuation for sentences.
W.1.11.c	Use commas in dates and to separate single words in a series.
W.1.11.d	Use conventional spelling for words with common spelling patterns (e.g., floss rule) and for frequently-occurring irregular words.
W.1.11.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Range of Writing

CODE	DESCRIPTION
W.1.12	Begins in third grade.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.1.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
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, information presented orally or through media.
SL.1.3	Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.1.4	Use relevant details to describe people, places, things and events, 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 with appropriate volume, enunciation and rate.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.1.7.a	Use common, proper and possessive nouns when speaking.
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.
SL.1.7.c	Use personal, possessive, and indefinite pronouns when speaking.
SL.1.7.d	Use verbs to convey a sense of past, present and future when speaking.
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking.
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
SL.1.8	Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships.