Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

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Kindergarten

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The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. 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 PreK-12 experiences, Kansas kids 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.

Kindergarten

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

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Reading: Informational

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Range of Reading and Text Complexity	RI.K.13		

Kindergarten
Writing

Text Types and Purposes

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

W.K.4 (Begins in grade 3)

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

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 grade 4)

Language in Writing

W.K.10 Demonstrate command of the conventions of standards English grammar and usage when writing.

- W.K.10.a Print many upper and lowercase letters.
- 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

W.K.12 (Begins in grade 3)

Kindergarten
Speaking and Listening

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and larger groups.

- 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 Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

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 descriptions as desired to provide additional detail.

SL.K.6 Speak with appropriate volume, enunciation, and rate, or order to express thoughts, feelings, and ideas clearly.

Language in Speaking and Listening

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 through being read to.

Kindergarten
Reading: Foundational

Print Concepts

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

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- RF.K.2.a Recognize and produce rhyming words.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.)
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- 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 by sight (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

RF.K.4 Read emergent-reader texts with purpose and understanding.

Kindergarten
Reading: Literature

Key Ideas and Details

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 details.
RL.K.3 *With prompting and support*, identify characters, settings, and major events in a story.

Craft and Structure

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

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

RL.K.10 (Begins in Grade 2)
RL.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*.
- RL.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*).
- RL.K.11.b Use the most frequently occurring inflections 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.
- 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 Level of Text

RL.K.13 Listen to high quality prose and poetry of appropriate complexity for Kindergarten.

Kindergarten
Reading: Informational

Key Ideas and Details

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

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

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

RI.K.10 (Begins in Grade 2.)
RI.K.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*.
- 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 inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to 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 Level of Text

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

Kindergarten
Writing

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 . . .).

To address this standard, students *could*:

- State their opinions through writing, drawing, and speaking.
- Visit the library and answer questions about their book choices or preferences.
- Talk with peers about their favorite part of a book they have experienced through either read-aloud or independently.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	CL.W.p4.1	**W.K.1**	W.1.1
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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 . . .).	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.

Kindergarten
Writing

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.

To address this standard, students *could*:

- Construct in a block center, then dictate, draw, or write about what they created or how they created their structure.
- Dictate, draw, or write about an animal they saw on a class trip to the zoo.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	CL.W.p4.1	**W.K.2**	W.1.2
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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.	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Kindergarten
Writing

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.

To address this standard, students *could*:

- Attend a school event such as a field day or school carnival, and share through drawing, dictating, and writing what they did and the events that occurred in sequence.
- Share through drawing, dictating, and writing the events in their school day.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	CL.W.p4.1	**W.K.3**	W.1.3
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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.	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.

Kindergarten
Writing

W.K.4	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades		**W.K.4**	W.1.4
		(Begins in grade 3)	(Begins in grade 3)

Kindergarten
Writing

W.K.5	*With guidance and support from adults*, respond to questions and suggestions from peers and add details to strengthen writing as needed.

To address this standard, students *could*:

- Discuss work they produced with a peer or adult.
- Respond to questions about reasons why they chose to include or exclude certain details in their work.
- Make changes to original work based on ideas from peers or adults.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	CL.W.p4.3	**W.K.5**	W.1.5
	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	*With guidance and support from adults*, respond to questions and suggestions from peers and add details to strengthen writing as needed.	*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.

Kindergarten
Writing

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.

To address this standard, students *could*:

- Use a tablet or computer to produce drawing or writing that expresses thoughts and ideas.
- Explore apps that assist with organizing thoughts, giving and receiving feedback, and expressing thoughts and ideas.
- Follow a writing process that includes brainstorming, drafting, asking for feedback, and showcasing or printing off a final product.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	CL.W.p4.4	**W.K.6**	W.1.6
	With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	*With guidance and support from adults*, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	*With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten
Writing

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).

To address this standard, students *could*:

- Research and learn about a specific animal, exploring both nonfiction and fictional works about that animal, then able to share their learning through producing original work in collaboration with peers.
- Collaborate with peers to produce an original writing about their learning using a file sharing platform.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	CL.W.p4.5	**W.K.7**	W.1.7
	Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).

Kindergarten
Writing

W.K.8	*With guidance and support from adults*, gather information from provided sources to answer a question.

To address this standard, students *could*:

- Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.
- When given a variety of sources, determine which source would be best for answering a specific question. (e.g., If provided a book about pigs, cats, dogs, and squirrels, children would be able to identify that the book about dogs would be best for answering what puppies like to eat.)

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	CL.W.p4.6	**W.K.8**	W.1.8
	With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	*With guidance and support from adults*, gather information from provided sources to answer a question.	*With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten
Writing

W.K.9	(Begins in grade 4)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades		**W.K.9**	W.1.9
		(Begins in grade 4)	(Begins in grade 4)

Kindergarten
Writing

W.K.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.

To address this standard, students *could*:

- Write the names of classmates in a collaboratively-created class book in which each student has illustrated a page.
- In collaboration with peers and adults, write a paragraph explaining the best part about being a Kindergartener.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	CL.LS.p4.1	**W.K.10**	W.1.10
	Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Kindergarten
Writing

W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for *most* consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
To address this standard, students *could*: • Engage in writing activities in which they sound out words they wish to use, and try to spell them phonetically in order to make a meaningful piece of writing. • Write captions to accompany images or their own illustrations.	
Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Progression of Standard Across Grades	CL.LS.p4.2	**W.K.11**	W.1.11
	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above to see details.)

Kindergarten
Writing

W.K.12	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades		**W.K.12**	W.1.12
		(Begins in grade 3)	(Begins in grade 3)

Kindergarten
Speaking and Listening

SL.K.1	Participate in collaborative conversations about *Kindergarten topics and texts* with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

To address this standard, students *could* :

- Participate in think-pair-share and turn-and-talk strategies as a tool for critical thinking.
- Participate in listening triads in order to practice listening, speaking, and communicating a discussion topic.
- Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

Progression of Standard Across Grades	CL.SL.p4.1	**SL.K.1**	**SL.1.1**
	Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

Kindergarten
Speaking and Listening

SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

To address this standard, students *could*:

- Ask questions to make sure their understanding is accurate.
- Use dramatic play or puppets to retell and recall key details of a story.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

	CL.SL.p4.2	**SL.K.2**	SL.1.2
Progression of Standard Across Grades	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Kindergarten
Speaking and Listening

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

To address this standard, students *could*:

- Participate in a class meeting in which students must listen to peers' points of view, use I-statements, explain why a person might be upset, discuss and help to find a resolution.
- Participate in small group discussions to check understandings of a concept or idea..

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	CL.SL.p4.2	**SL.K.3**	SL.1.3
	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Kindergarten
Speaking and Listening

SL.K.4	Use details to describe familiar people, places, things, and/or events *with prompting and support*.
To address this standard, students *could*: • Use details to describe a family tradition or cultural custom. • Use details to describe people and places in their community.	
Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	CL.Sl.p4.3	**SL.K.4**	SL.1.4
	Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.	Use details to describe familiar people, places, things, and or events *with prompting and support*.	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.

Kindergarten
Speaking and Listening

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

To address this standard, students *could*:

- Produce physical or digital drawings depicting information described with detail.
- Cut out images from a magazine and use them to illustrate an idea.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	CL.SL.p4.4	**SL.K.5**	SL.1.5
	Able to tell another person about what they have drawn.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Kindergarten
Speaking and Listening

SL.K.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.

To address this standard, students *could*:

- Use appropriate volume, enunciation, and rate in different places within the school (e.g., the lunchroom, the classroom, the hallway, the library, the playground).
- Use the appropriate voice for speaking in front of the class versus having a conversation with a table partner or student nearby.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	CL.SL.p4.5	**SL.K.6**	SL.1.6
	Speaks understandably to express ideas, feelings and needs.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.

Kindergarten
Speaking and Listening

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

To address this standard, students *could*:

- Engage in conversations with peers and adults around a variety of engaging and meaningful topics.
- Practice using appropriate question words in small group discussions in order to gain information necessary to solve a problem.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	CL.LS.p4.1	**SL.K.7**	SL.1.7
	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking. a. Prints some upper and lower-case letters. b. Uses frequently occurring nouns and verbs. c. Forms regular plural nouns orally by adding /s/ or /es/. d. Understands and uses most question words. e. Uses the many frequently occurring prepositions. f. Produces complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more detail.)

Kindergarten
Speaking and Listening

SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.

To address this standard, students *could*:

- Engage in conversations with peers and adults in which the student is required to use newly-acquired or recently-learned words.
- Take note of words he/she hears that sound unfamiliar and use one or more strategies to determine the meaning of selected words.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	CL.SL.p4.5	**SL.K.8**	SL.1.8
	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Use words and phrases acquired through conversations, reading, and through being read to.	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.

Kindergarten

Reading: Foundational

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

To address this standard, students *could*:

- Participate in daily classroom routines that expose them to the print concepts listed above
- Say the letters that appear in their own names or the names of their classmates.
- Demonstrate to a classmate or an adult how a book would be read, showing that one would begin with the first page, follow the letters from left to right, turn pages, and finish the book by reading the final page.

	CL.F.p4.1	**RF.K.1**	RF.1.1
Progression of Standard Across Grades	Demonstrates understanding of the organization and basic features of print. a. Follows words from left to right, top to bottom and page by page. b. Recognizes that spoken words are represented in written language by specific sequences of letter. c. Recognizes that letters are grouped to form words.	Demonstrate understanding of the organization and basic features of print. (See details above.)	Demonstrate understanding of the organization and basic features of print. (Click link above for details.)

Kindergarten

Reading: Foundational

Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words (if culturally appropriate). b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

To address this standard, students *could*:

- Say all the sounds that are present in a single word.
- See how many different words they can make that end with the letters “AT” or another ending that could produce many one-syllable words.

	CL.F.p4.2	**RF.K.2**	RF.1.2
Progression of Standard Across Grades	Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): a. Recognizes and produces rhyming words. b. Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). c. With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+/og/ = dog). d. States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See details above.)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Click link above for details.)

Kindergarten

Reading: Foundational

Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).

To address this standard, students *could*:

- Begin to blend sounds in CVC words.
- Demonstrate that vowels can have a short sound or a long sound.

	CL.F.p4.3	**RF.K.3**	RF.1.3
Progression of Standard Across Grades	Knows and applies age appropriate word analysis skills in decoding words. a. Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. b. Identifies own name in print. c. Recognizes and “reads” familiar words or environmental print.	Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)

Kindergarten

Reading: Foundational

Fluency	
RF.K.4	*With prompting and support*, read emergent-reader texts with purpose and understanding.

To address this standard, students *could*:

- Engage in a gradual release of responsibility (teacher models, students read all together, students read with a partner, students read independently) when reading emergent-reader texts.
- Engage in repeated readings of the same passage or emergent-reader text over several days.

Progression of Standard Across Grades	CL.F.p3.4	**RF.K.4**	RF.1.4
	Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	*With prompting and support*, read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.

Kindergarten

Reading: Literature

RL.K.1	*With prompting and support*, students will ask and answer questions about key details in a text.
To address this standard, students *could*: ● After a read-aloud, answer comprehension questions aloud. ● Use details from illustrations, photographs, and graphics, etc., to ask and answer questions about key details.	
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	CL.L.p4.1	**RL.K.1**	RL.1.1
	With prompting and support, asks and answers questions about key details in a text.	*With prompting and support*, students will ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.

Kindergarten

Reading: Literature

RL.K.2	*With prompting and support*, retell familiar stories, including key details.

To address this standard, students *could*:

- Retell a story using puppets or props.
- Draw pictures representing the beginning, middle, and end of a story.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	CL.L.p4.2	**RL.K.2**	RL.1.2
	With prompting and support, retells stories with increasing detail and accuracy.	*With prompting and support*, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Kindergarten

Reading: Literature

RL.K.3	*With prompting and support*, identify characters, settings, and major events in a story.

To address this standard, students *could*:

- Identify characters (who), setting (where, when), and major events (what, how, why).
- Act out a story following a read aloud and identify the characters, the setting, and the major events.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	CL.L.p4.3	**RL.K.3**	RL.1.3
	With prompting and support, identifies characters, settings and major events in a story.	*With prompting and support*, identify characters, settings and major events in a story.	Describe character, settings, and major events in a story, using key details.

Kindergarten

Reading: Literature

RL.K.4	Ask and answer questions about unknown words in a text.

To address this standard, students *could*:

- Dictate, draw, or write about the feelings of a character in a story or poem.
- Act out the feelings of a character in a story or poem (e.g., Teacher asks students to show in a facial expression how a character feels.)

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	CL.L.p4.4	**RL.K.4**	RL.1.4
	Asks and answers questions about unknown words in a text.	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Kindergarten

Reading: Literature

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
To address this standard, students *could*: • Select or identify a book that tells a story versus a book of poetry. • Compare and contrast the features of a short story and a poem.	
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	CL.L.p4.5	**RL.K.5**	RL.1.5
	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Kindergarten

Reading: Literature

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.
To address this standard, students *could*: ● Learn about and explore the job of an author and the job of an illustrator. ● Collaborate to create a book in which one student is an author and one is an illustrator.	
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	CL.L.p4.6	**RL.K.6**	RL.1.6
	With prompting and support, can describe the role of an author and an illustrator.	*With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.

Kindergarten

Reading: Literature

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).

To address this standard, students *could*:

- Match illustrations to events and ideas in the text.
- Create an illustration based on a piece of text provided by the teacher.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	CL.L.p4.7	**RL.K.7**	RL.1.7
	With prompting and support, uses the illustrations to retell major events in the story.	*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).	Use illustrations and details in a story to describe its characters, setting, or events.

Kindergarten

Reading: Literature

RL.K.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.		
Progression of Standard Across Grades		**RL.K.8**	RL.1.8
		(Not applicable for literature)	(Not applicable for literature)

Kindergarten

Reading: Literature

RL.K.9	*With prompting and support*, compare and contrast the adventures and experiences of characters in familiar stories.

To address this standard, students *could*:

- Compare two stories about a similar theme in order to identify common experiences and ways characters deal with a common experience.
- Compare two or more versions of a story, identifying similarities and differences between characters and their actions.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	CL.L.p4.8	**RL.K.9**	RL.1.9
	With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	*With prompting and support*, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.

Kindergarten
Reading: Literature

RL.K.10	(Begins in Grade 2.)		
To address this standard, students *could*:			
Kansas High School Graduates Can:			
Progression of Standard Across Grades		**RL.K.10**	RL.1.10

Kindergarten

Reading: Literature

RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *duck*). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

To address this standard, students *could*:

- Work with peers to determine meanings of teacher-selected words *outside of* the context of a teacher-selected text; then work with peers to determine whether their meanings are correct, given the context of the text.
- Participate with peers in a think-aloud to determine how words with a specific affix affect the meaning of a text.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	CL.LS.p4.3	**RL.K.11**	RL.1.11
	Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies.

Kindergarten

Reading: Literature

RL.K.12	*With guidance and support from adults*, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

To address this standard, students *could*:

- Participate with peers in an inductive reasoning activity to sort words associated with Kindergarten.
- Use color cards such as paint chip samples to identify different emotions demonstrated by characters in a text (e.g., pleased-light orange, happy-orange, thrilled-dark orange)

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	CL.LS.p4.4	**RL.K.12**	RL.1.12
	With guidance and support, explores word relationships and nuances in word meanings. a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites. b. Distinguishes among some verbs describing the same general action by acting out the meanings.	*With guidance and support from adults*, explore word relationships and nuances in word meanings. (See details above.)	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings.

Kindergarten

Reading: Literature

RL.K.13	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.

To address this standard, students *could*:

- Participate in read alouds of increasingly complex text at or above Kindergarten level.
- Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	CL.L.p4.9	**RL.K.13**	RL.1.13
	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.	*With prompting and support*, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

Kindergarten

Reading: Informational

RI.K.1	*With prompting and support*, ask and answer questions about key details in a text.
To address this standard, students *could*: ● Answer comprehension questions aloud after participating in a read aloud activity. ● Refer to illustrations, photographs, and graphics, etc., to ask and answer key detail questions.	
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	CL.IT.p4.1	**RI.K.1**	RI.1.1
	With prompting and support, ask and answer questions about key details in a text.	*With prompting and support*, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.

Kindergarten

Reading: Informational

RI.K.2	*With prompting and support*, identify the main topic and retell key details of a text.
To address this standard, students *could*: ● Retell a peer or adult how something works based on a text read aloud. ● Draw a diagram to explain a key idea or concept from a text.	
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	CL.IT.p4.2	**RI.K.2**	RI.1.2
	With prompting and support, retells key details of a text.	*With prompting and support*, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.

Kindergarten

Reading: Informational

RI.K.3	*With prompting and support*, describe the connection between two individuals, events, ideas, or pieces of information in a text.
To address this standard, students *could*: ● Describe the connection between two individuals (who). ● Describe the connection between major events (what, how, why).	
Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	CL.IT.p4.3	**RI.K.3**	RI.1.3
	With prompting and support, describes the connection between two events or pieces of information in a text.	*With prompting and support*, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Kindergarten

Reading: Informational

RI.K.4	*With prompting and support*, ask and answer questions about unknown words in a text.
To address this standard, students *could*: ● Dictate, draw, or write about the feelings of a primary figure included in a text. ● Use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words.	
Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	CL.IT.p4.4	**RI.K.4**	RI.1.4
	With prompting and support, asks and answers questions about unknown words in a text.	*With prompting and support*, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Kindergarten

Reading: Informational

RI.K.5	Identify the front cover, back cover, and title page of a book.
To address this standard, students *could*: • Show a peer or adult a front cover, back cover, and title page. • Talk with peers about the purpose of a front cover.	
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	CL.IT.p4.5	**RI.K.5**	RI.1.5
	Identifies the front cover, back cover and title page of a book.	Identify the front cover, back cover, and title page of a book.	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.

Kindergarten

Reading: Informational

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.

To address this standard, students *could*:

- Learn about and explore the job of an author and the job of an illustrator.
- Collaborate to create a book in which one student is an author and one is an illustrator.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	CL.IT.P6	**RI.K.6**	RI.1.6
	With prompting and support, describes the role of an author and an illustrator.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. .	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Kindergarten

Reading: Informational

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).
To address this standard, students *could*: • Match illustrations to events and ideas in the text. • Create an illustration based on a piece of text provided by the teacher.	
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	CL.IT.p4.7	**RI.K.7**	RI.1.7
	With prompting and support, use the illustrations to identify key details in the story.	*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).	Use the illustrations and details in a text to describe its key ideas.

Kindergarten

Reading: Informational

RI.K.8	*With prompting and support*, identify the reasons an author gives to support points in a text.

To address this standard, students *could*:

- Identify through drawing, dictating, or writing the reasons why an animal might be considered dangerous, based on a text.
- Identify reasons given in a text for why it is important to learn about fire safety.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	CL.IT.p4.8	**RI.K.8**	RI.1.8
	With prompting and support, answers "why" questions based on information presented in the text.	*With prompting and support*, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.

Kindergarten

Reading: Informational

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).

To address this standard, students *could*:

- Talk with peers about the differences in the ways two texts address a single topic.
- Collaborate with peers to create a chart or graphic to show information learned from one resource compared to information learned from resource about the same topic.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	CL.IT.p4.9	**RI.K.9**	RI.1.9
	With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	*With prompting and support*, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Kindergarten

Reading: Informational

RI.K.10	(Begins in Grade 2)		
To address this standard, students *could*:			
Kansas High School Graduates Can:			
Progression of Standard Across Grades		**RI.K.10**	RI.1.10

Kindergarten

Reading: Informational

RI.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *duck*). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

To address this standard, students *could*:

- Engage in a shared reading of a Kindergarten-friendly version of an article about a current problem in the world, and discuss specific words with frequently-occurring affixes and how those affixes impact meaning.
- Use pictures paired with words that have multiple meanings (e.g., an image of a tree with orange and red leaves next to the word "fall" and an image of someone stumbling next to the word "fall") to select which of two words would be most appropriate in a series of sentences with contexts that clearly would use one or the other.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	CL.LS.p3	**RI.K.11**	RI.1.11
	Determines or clarifies the meaning of unknown and multiple meaning words *with assistance or cues from an adult*.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*. (See above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies. (Click link above for details.)

Kindergarten

Reading: Informational

RI.K.12	*With guidance and support from adults*, explore word relationships and nuances in word meanings.

To address this standard, students *could*:

- Participate with peers in an inductive reasoning activity to sort words associated with an engaging social studies topic.
- Engage with peers to describe an image of an animal using as specific language as possible, with questioning and prompting from peers and adults to guide the description toward greater specificity.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	CL.LS.p4.4	**RI.K.12**	RI.1.12
	With guidance and support, explores word relationships and nuances in word meanings. a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites b. Distinguishes among some verbs describing the same general action by acting out the meanings.	*With guidance and support from adults*, explore word relationships and nuances in word meanings.	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings.

Kindergarten

Reading: Informational

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

To address this standard, students *could*:

- Visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them.
- Select a book or article to read (or to have an adult read to them) based on a personal interest or a desire or need to know something.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	CL.IT.p4.10	**RI.K.13**	RI.1.13
	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	Actively engage in individual or group readings of informational text with purpose and understanding.	*With prompting and support*, read high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

Grade 1

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.1.1	W.1.2	W.1.3
Production and Distribution of Writing	W.1.4	W.1.5	W.1.6
Research to Build and Present Knowledge	W.1.7	W.1.8	W.1.9
Language in Writing	W.1.10	W.1.11	
Range of Writing	W.1.12		

Speaking and Listening

Comprehension and Collaboration	SL.1.1	SL.1.2	SL.1.3
Presentation of Knowledge and Ideas	SL.1.4	SL.1.5	SL.1.6
Language in Speaking and Listening	SL.1.7	SL.1.8	

Reading: Foundational

Print Concepts	RF.1.1
Phonological Awareness	RF.1.2
Phonics and Word Recognition	RF.1.3
Fluency	RF.1.4

Reading: Literature

Key Ideas and Details	RL.1.1	RL.1.2	RL.1.3
Craft and Structure	RL.1.4	RL.1.5	RL.1.6
Integration of Knowledge and Ideas	RL.1.7	RL.1.8	RL.1.9
Language in Reading: Literature	RL.1.10	RL.1.11	RL.1.12
Range of Reading and Text Complexity	RL.1.13		

Reading: Informational

Key Ideas and Details	RI.1.1	RI.1.2	RI.1.3
Craft and Structure	RI.1.4	RI.1.5	RI.1.6
Integration of Knowledge and Ideas	RI.1.7	RI.1.8	RI.1.9
Language in Reading: Informational	RI.1.10	RI.1.11	RI.1.12
Range of Reading and Text Complexity	RI.1.13		

Grade 1
Writing

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.1.9 (Begins in grade 4)

Language in Writing

W.1.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

- W.1.10.a Print all 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 and for frequently-occurring irregular words.
- W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Range of Writing

W.1.12 (Begins in grade 3)

Grade 1
Speaking and Listening

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and large 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 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 Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.

Language in Speaking and Listening

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 acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships (e.g., because).

Grade 1

Reading: Foundational

Print Concepts

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

RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes.

- 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.
- 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

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.1.3.a Know the sound-spelling correspondences for common consonant digraphs.
- 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.

Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.1.4.a Read on-level text with purpose and understanding.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1
Reading: 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.

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

RL.1.10 (Begins in Grade 2)
RL.1.11 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.
- RL.1.11.a Use sentence-level context 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 root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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 Level of Text

RL.1.13 *With prompting and support*, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

Grade 1

Reading: Informational

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 illustrations or other graphics 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).

Language in Reading: Informational

RI.1.10 (Begins in Grade 2)
RI.1.11 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.
- RI.1.11.a Use sentence-level context as a clue to the meaning of a word.
- RI.1.11.b Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
- RI.1.11.c Identify frequently-occurring root words (e.g., look) and their inflectional forms (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 Level of Text

RI.1.13 *With prompting and support*, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.

Grade 1
Writing

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.

To address this standard, students *could*:

- Sort written statements by fact and opinion.
- State their opinion and provide support for that opinion.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.K.1	**W.1.1**	W.2.1
	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 . . .).	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.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Grade 1
Writing

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.

To address this standard, students *could*:

- Explain or provide information through writing or drawing.
- Interview a classmate and use the information provided to create a short biography about the classmate.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.K.2	**W.1.2**	W.2.2
	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.	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Grade 1

Writing

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.

To address this standard, students *could*:

- Write about a typical day, following a sequence of events from the time the student wakes up in the morning to the time he or she goes to sleep.
- Write a story from the perspective of a favorite animal and include details about what that animal might do first, second, third, etc., in a particular situation.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

	W.K.3	**W.1.3**	W.2.3
Progression of Standard Across Grades	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.	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.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Grade 1
Writing

W.1.4	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades	W.K.4	**W.1.4**	W.2.4
	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

Grade 1
Writing

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.

To address this standard, students *could*:

- Write an original work about a topic of personal interest.
- Discuss work they produced with a peer or adult.
- Respond to questions about reasons for including specific details, and make changes to original work based on ideas from peers or adults.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.K.5	**W.1.5**	W.2.5
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	*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.	*With guidance and support from adults and peers*, focus on a topic and strengthen writing as needed by revising and editing.

Grade 1
Writing

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.
To address this standard, students *could*: ● Use online document sharing tools to collaborate with peers on a piece of writing. ● Use word processing software to produce a final copy of a piece of writing.	
Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.K.6	**W.1.6**	W.2.6
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	*With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade 1

Writing

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).

To address this standard, students *could*:

- Work collaboratively with peers to produce a piece of writing.
- Explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.K.7	**W.1.7**	W.2.7
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Grade 1
Writing

W.1.8	*With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.

To address this standard, students *could*:

- Brainstorm appropriate sources of information with peers.
- Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.K.8	**W.1.8**	W.2.8
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.

Grade 1
Writing

W.1.9	(Begins in grade 4)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades	W.K.9	**W.1.9**	W.2.9
	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

Grade 1

Writing

W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns when writing. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my). e. Use verbs to convey a sense of past, present and future when writing. f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing. g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

To address this standard, students *could*:

- Write a short letter to a peer or adult explaining a personal goal and the reasons for their personal goal.
- With prompting and support from peers or adults, practice adding words to a simple sentence in order to make it more clear or meaningful for readers.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

	W.K.10	**W.1.10**	W.2.10
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 1

Writing

W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

To address this standard, students *could*:

- Participate in a self-evaluation process in which they check for capitalization or punctuation errors in their written work with help from a teacher-created model, rubric, or other guiding document.
- Interview a peer or adult about a topic of interest to the student, and make simple notes about what the interviewee says, sounding out unfamiliar words in order to write and spell them phonetically.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

	W.K.11	**W.1.11**	W.2.11
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 1

Writing

W.1.12	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades	W.K.12	**W.1.12**	W.2.12
	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

Grade 1

Speaking and Listening

SL.1.1	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

To address this standard, students *could*:

- Practice speaking with appropriate volume, rate, and clarity during a Socratic discussion.
- Ask questions to clear up any confusion about the topics and texts under discussion. Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.K.1	**SL.1.1**	SL.2.1
Progression of Standard Across Grades	Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about *Grade 2 and texts* with peers and adults in small and larger groups.

Grade 1

Speaking and Listening

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

To address this standard, students *could*:

- Participate in a read-aloud and construct clarifying questions independently or collaboratively.
- Monitor their own understanding by discussing their ideas with peers, and ask questions to make sure their understanding is accurate.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.K.2	**SL.1.2**	SL.2.2
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grade 1

Speaking and Listening

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.

To address this standard, students *could*:

- Participate in a literature circle or group discussion of a text.
- Construct questions intended to gain more information from a speaker about a topic.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.K.3	**SL.1.3**	SL.2.3
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 1

Speaking and Listening

SL.1.4	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.

To address this standard, students *could*:

- Use details to describe a favorite family member, a favorite place, or a favorite food.
- Describe an object using details and have a peer identify what object is being described.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.K.4	**SL.1.4**	SL.2.4
	Use details to describe familiar people, places, things, and or events *with prompting and support*.	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.

Grade 1

Speaking and Listening

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

To address this standard, students *could*:

- Produce physical or digital drawings depicting information described with detail.
- Select appropriate visuals to accompany an oral presentation.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

	SL.K.5	**SL.1.5**	SL.2.5
Progression of Standard Across Grades	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Grade 1

Speaking and Listening

SL.1.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.

To address this standard, students *could*:

- Practice adjusting volume and rate of speech in different context (e.g., making announcements over the school's intercom system, walking down the hallway while other classes are in session, playing with friends at recess or during a break).
- Participate in a small group discussion and work to explain thoughts and ideas clearly to their peers within the discussion.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.K.6	**SL.1.6**	SL.2.6
	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 1

Speaking and Listening

SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use common, proper, and possessive nouns when speaking. b. Use singular and plural nouns with matching verbs in basic sentences when speaking. c. Use personal, possessive, and indefinite pronouns when speaking. d. Use verbs to convey a sense of past, present, and future when speaking. e. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking. f. Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

To address this standard, students *could*:

- Explain to a blindfolded peer or adult how to navigate a simple obstacle course by using appropriate, frequently-occurring adjectives, conjunctions, articles, prepositions, and other appropriate language necessary to complete the task.
- Work with peers to create an oral explanation of a scientific phenomenon, using declarative, interrogative, imperative, and exclamatory sentences in order to complete the explanation and make it engaging for peers and other listeners/viewers.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.K.7	**SL.1.7**	SL.2.7
	Demonstrate command of the conventions of standards English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 1

Speaking and Listening

SL.1.8	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.

To address this standard, students *could*:

- Work with peers to discuss and/or explain the cause of a current situation, such as the reason why backpacks must be hung on hooks in the classroom, or the reason why some people recycle cans and plastic containers.
- Read or listen to two texts about the same topic and discuss and/or explain to peers or adults the differences and similarities between the two.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.K.8	**SL.1.8**	SL.2.8
	Use words and phrases acquired through conversations, reading, and through being read to.	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.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 1

Reading: Foundational

Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Demonstrate book orientation knowledge. 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). c. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

To address this standard, students *could*:

- Manipulate on-screen features using basic aspects of print in order to complete an activity.
- Construct and deconstruct the parts of a sentence.

	RF.K.1	**RF.1.1**	**RF.2.1**
Progression of Standard Across Grades	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.	Not applicable

Grade 1

Reading: Foundational

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

To address this standard, students *could*:

- Use manipulatives to represent sounds in word.
- Clap to produce the syllable sounds they hear in words.

	RF.K.2	**RF.1.2**	**RF.2.2**
Progression of Standard Across Grades	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Demonstrate understanding of spoken words, syllables, and phonemes.	Not applicable

Grade 1

Reading: Foundational

Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team patterns for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Use vowel patterns to decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings (e.g., makes, walked, ended, played, going). g. Recognize and read grade-appropriate words.

To address this standard, students *could*:

- Use whiteboards, smartboards, device apps, or chalkboards to sound-spell words orally dictated by the teacher.
- Label vowel patterns within words.
- Use manipulatives to separate words into syllable parts.

	RF.K.3	**RF.1.3**	RF.2.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 1

Reading: Foundational

Fluency	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To address this standard, students *could*:

- Read a variety of on-level texts with peers in small groups or partners.
- Provide feedback to their peers to help them improve their rate, expression, and accuracy.
- Record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction.

	RF.K.4	**RF.1.4**	RF.2.4
Progression of Standard Across Grades	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

Grade 1

Reading: Literature

RL.1.1	Ask and answer questions about key details in a text.

To address this standard, students *could*:

- Identify key details that describe a character.
- Construct statements and questions that cause a peer or adult to build a deeper understanding of a text.
- Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.K.1	**RL.1.1**	RL.2.1
	With prompting and support, students will ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Grade 1

Reading: Literature

RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

To address this standard, students *could*:

- Retell a story with a beginning, middle, and end.
- Identify key details in a text that they read or that was read to them.
- Use background knowledge and the text to determine what the author wants the reader to learn.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.K.2	**RL.1.2**	RL.2.2
	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Grade 1

Reading: Literature

RL.1.3	Describe characters, settings, and major events in a story, using key details.

To address this standard, students *could*:

- Describe characters, settings, and major events using key details that answer who, what, when, where, why, and how.
- Draw a picture of a character and either write or explain the key details from a text that caused them to draw the character the way they did.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

	RL.K.3	**RL.1.3**	RL.2.3
Progression of Standard Across Grades	*With prompting and support*, identify characters, settings and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.

Grade 1

Reading: Literature

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

To address this standard, students *could*:

- Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about unknown words.
- Collaborate with peers to create a list of words that suggest feelings, and refer back to these words when interpreting feelings that emerge in stories and poems.
- Identify the five senses and words that appeal to the senses.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RL.K.4	**RL.1.4**	RL.2.4
	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Grade 1

Reading: Literature

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.

To address this standard, students *could*:

- Discuss with peers and adults the distinguishing features of fiction texts and nonfiction texts.
- Sort a set of books into fiction or nonfiction piles.
- Discuss with peers and adults situations in which one might wish to read a fiction text and those in which one might wish to read a nonfiction text.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.K.5	**RL.1.5**	RL.2.5
	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Grade 1

Reading: Literature

RL.1.6	Identify who is telling the story at various points in a text.

To address this standard, students *could*:

- Identify whether a character or a narrator is telling the story.
- Read a text in which the narrator changes at one or many points in the text, and discuss with peers or adults how readers know the narrator changes.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

	RL.K.6	**RL.1.6**	RL.2.6
Progression of Standard Across Grades	*With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grade 1

Reading: Literature

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
To address this standard, students *could*: • Match illustrations to events and ideas in the text. • Identify story elements in the illustrations.	
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.K.7	**RL.1.7**	RL.2.7
	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).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 1

Reading: Literature

RL.1.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	RL.K.8	**RL.1.8**	RL.2.8
	(Not applicable for literature)	(Not applicable for literature)	(Not applicable for literature)

Grade 1

Reading: Literature

RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

To address this standard, students *could*:

- Use a Venn Diagram to record similarities and differences between two different characters' experiences of one situation in a story.
- Discuss two or more characters from different stories, and how they are alike or different.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RL.K.9	**RL.1.9**	RL.2.9
Progression of Standard Across Grades	*With prompting and support*, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Grade 1

Reading: Literature

RL.1.10	(Begins in Grade 2)		
To address this standard, students *could*:			
Kansas High School Graduates Can:			
Progression of Standard Across Grades	RL.K.10	**RL.1.10**	RL.2.10

Grade 1

Reading: Literature

RL.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
To address this standard, students *could*: • Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading. • Using a literary text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes.	
Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RL.K.11	**RL.1.11**	RL.2.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*. (Click link above for details.)	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)

Grade 1

Reading: Literature

RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

To address this standard, students *could*:

- Sort words related to qualities of two or more characters in a literary text to show what emotions or characteristics specific characters are intended to represent.
- Read a text about different kinds of families, and brainstorm with peers to identify words associated with families.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.K.12	**RL.1.12**	RL.2.12
	With guidance and support from adults, explore word relationships and nuances in word meanings. (Click link above for more details.)	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 1

Reading: Literature

RL.1.13	*With prompting and support*, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

To address this standard, students *could*:

- Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.
- Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.K.13	**RL.1.13**	RL.2.13
	Actively engage in group reading activities with purpose and understanding.	*With prompting and support*, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

Grade 1

Reading: Informational

RI.1.1	Ask and answer questions about key details in a text.

To address this standard, students *could*:

- Identify key details in a text and use those key details to construct meaningful statements and questions.
- Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.K.1	**RI.1.1**	RI.2.1
	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Grade 1

Reading: Informational

RI.1.2	Identify the main topic and retell key details of a text.
To address this standard, students *could*: ● Participate in retelling an informational text to a peer or adult. ● Restate the main topic – "the gist," the "main idea" – of a text to peers or adults following a read aloud or an independent reading of an informational text.	
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.K.2	**RI.1.2**	RI.2.2
	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Grade 1

Reading: Informational

RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

To address this standard, students *could*:

- Read a grade-appropriate article or text about an engaging science topic, and describe to peers or adults the connection between two ideas presented in the article.
- Read grade-appropriate text(s) about two individuals from different families, and describe the connection(s) between them.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.K.3	**RI.1.3**	RI.2.3
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Grade 1

Reading: Informational

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

To address this standard, students *could*:

- Construct questions that will draw out more information about the meaning of words and phrases in a text.
- Participate in a class or small group discussion in which all students pose questions to each other and all students participate in finding answers to questions.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.K.4	**RI.1.4**	RI.2.4
	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade 1

Reading: Informational

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.

To address this standard, students *could*:

- Explain the purposes of text features that appear in grade level texts, and use them appropriately to make meaning and improve understanding.
- Participate in a text scavenger hunt to find examples of various text features, to quickly locate specific places in a text, or to find answers to questions posed by peers or adults.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.K.5	**RI.1.5**	RI.2.5
	Identify the front cover, back cover, and title page of a book.	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.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade 1

Reading: Informational

RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.

To address this standard, students *could*:

- Work with peers to make a list of key learnings from a text, and then sort the key learnings into groups according to whether it was learned from text, graphics, or both.
- Discuss with peers the benefits of a particular illustration or graphic included in a text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.K.6	**RI.1.6**	RI.2.6
	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. .	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade 1

Reading: Informational

RI.1.7	Use the illustrations and details in a text to describe its key ideas.

To address this standard, students *could*:

- Match illustrations to events and ideas in the text.
- Use illustrations and text to find key details.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.K.7	**RI.1.7**	RI.2.7
	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).	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade 1

Reading: Informational

RI.1.8	Identify the reasons an author gives to support points in a text.

To address this standard, students *could*:

- Identify a main idea and supporting details of an informational text.
- Stick to the topic when identifying support. (Use relevant justifications.)

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.K.8	**RI.1.8**	RI.2.8
	With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.

Grade 1

Reading: Informational

RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

To address this standard, students *could*:

- Work with peers to list basic similarities and differences they notice between a video about our solar system and a diagram of our solar system.
- Think about and discuss the different ways an author might communicate with readers how to make a sandwich or create a structure with blocks.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.K.9	**RI.1.9**	RI.2.9
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.

Grade 1

Reading: Informational

RI.1.10	(Begins in Grade 2)		
To address this standard, students *could*:			
Kansas High School Graduates Can:			
Progression of Standard Across Grades	RI.K.10	**RI.1.10**	RI.2.10

Grade 1

Reading: Informational

RI.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

To address this standard, students *could*:

- Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading.
- Using an informational text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.K.11	**RI.1.11**	RI.2.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Kindergarten reading and content*. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)

Grade 1

Reading: Informational

RI.1.12	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

To address this standard, students *could*:

- Sort words related to qualities of different animals to show which characteristics belong to each animal, which characteristics are shared by two or more animals, and which characteristics seem similar or close in meaning, but describe slightly different qualities.
- Describe to a peer how to draw/color a particular pattern or set of shapes on a page, using appropriate language to describe the specific placement of images and how they should appear.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.K.12	**RI.1.12**	RI.2.12
	With guidance and support from adults, explore word relationships and nuances in word meanings. (Click link above for details.)	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 1

Reading: Informational

RI.1.13	*With prompting and support*, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.

To address this standard, students *could*:

- Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.
- Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.K.13	**RI.1.10**	RI.2.13
	Actively engage in group reading activities with purpose and understanding.	*With prompting and support*, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.

Grade 2

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.2.1	W.2.2	W.2.3
Production and Distribution of Writing	W.2.4	W.2.5	W.2.6
Research to Build and Present Knowledge	W.2.7	W.2.8	W.2.9
Language in Writing	W.2.10	W.2.11	
Range of Writing	W.2.12		

Speaking and Listening

Comprehension and Collaboration	SL.2.1	SL.2.2	SL.2.3
Presentation of Knowledge and Ideas	SL.2.4	SL.2.5	SL.2.6
Language in Speaking and Listening	SL.2.7	SL.2.8	

Reading: Foundational

Print Concepts	RF.2.1
Phonological Awareness	RF.2.2
Phonics and Word Recognition	RF.2.3
Fluency	RF.2.4

Reading: Literature

Key Ideas and Details	RL.2.1	RL.2.2	RL.2.3
Craft and Structure	RL.2.4	RL.2.5	RL.2.6
Integration of Knowledge and Ideas	RL.2.7	RL.2.8	RL.2.9
Language in Reading: Literature	RL.2.10	RL.2.11	RL.2.12
Range of Reading and Level of Text	RL.2.13		

Reading: Informational

Key Ideas and Details	RI.2.1	RI.2.2	RI.2.3
Craft and Structure	RI.2.4	RI.2.5	RI.2.6
Integration of Knowledge and Ideas	RI.2.7	RI.2.8	RI.2.9
Language in Reading: Informational	RI.2.10	RI.2.11	RI.2.12
Range of Reading and Level of Text	RI.2.13		

Grade 2
Writing

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.4 (Begins in grade 3)

W.2.5 *With guidance and support from adults and peers*, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 *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.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.9 (Begins in grade 4)

Language in Writing

W.2.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

- W.2.10.a Use collective nouns when writing.
- W.2.10.b Form and use frequently-occurring irregular plural nouns (e.g., feet)
- W.2.10.c Use reflexive pronouns (e.g., myself)
- W.2.10.d Form and use past tense of frequently-occurring irregular verbs (e.g., told).
- W.2.10.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- W.2.10.f Produce, expand, and rearrange complete simple and compound sentences.

W.2.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- W.2.11.a Capitalize holidays, product names, and geographic names.
- W.2.11.b Use commas in greetings and closings of letters.
- W.2.11.c use an apostrophe to form contractions and frequently-occurring possessives.
- W.2.11.d Generalize learned spelling patterns when writing words.
- W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Range of Writing

W.2.12 (Begins in Grade 3)

Grade 2
Speaking and Listening

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 and texts* with peers and adults in small and larger groups.

- SL.2.1.a 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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar.

Language in Speaking and Listening

SL.2.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.

- SL.2.7.a Use collective nouns when speaking.
- SL.2.7.b Form and use frequently-occurring irregular plural nouns (e.g., teeth).
- SL.2.7.c Use reflexive pronouns (e.g., ourselves).
- SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
- SL.2.7.e Use context-appropriate adjectives and adverbs.
- SL.2.7.f Produce complete simple and compound sentences.

SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 2

Reading: Foundational

Print Concepts

RF.2.1 Not Applicable to Grade 2.

Phonological Awareness

RF.2.2 Not Applicable to Grade 2.

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.b Know correspondences for additional common vowel teams (e.g., steak).
- RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.d Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- RF.2.3.f Recognize and read grade-appropriate words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2
Reading: Literature

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 (Not applicable for literature)

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Language in Reading: Literature

RL.2.10 Use knowledge of language and its conventions.

- RL.2.10.a Compare formal and informal uses of English.

RL.2.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.

- RL.2.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
- RL.2.11.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)
- RL.2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.
- RL.2.11.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).
- RL.2.11.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RL.2.12 Demonstrate understanding of word relationships and nuances in word meanings.

- RL.2.12.a Identify real-life connections between words and their use.
- RL.2.12.b Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Range of Reading and Level of Text

RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

Grade 2
Reading: Informational

Key Ideas and Details

RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Language in Reading: Informational

RI.2.10 Use knowledge of language and its conventions.

- RI.2.10.a Compare formal and informal uses of English.

RI.2.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.

- RI.2.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
- RI.2.11.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy).
- RI.2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.
- RI.2.11.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).
- RI.2.11.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RI.2.12 Demonstrate understanding of word relationships and nuances in word meanings.

- RI.2.12.a Identify real-life connections between words and their use.
- RI.2.12.b Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Range of Reading and Level of Text

RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.

Grade 2
Writing

W.2.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.

To address this standard, students *could*:

- Form an opinion about a topic of interest to the student, use resources to locate facts that support the student's opinion, and share their opinion and reasons in writing.
- Write an opinion about a character's actions, and support that opinion with details from the story.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.1.1	**W.2.1**	W.3.1
	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.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	Write opinion pieces on topics or texts, supporting a point of view with reasons.

Grade 2

Writing

W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

To address this standard, students *could*:

- Read several texts about a single topic and develop an informational piece (e.g., report, poster, display) using facts and definitions from the texts, including a summarizing statement.
- Engage in discussions with peers to determine which information is best suited to include in a piece of writing intended to inform or explain.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

	W.1.2	**W.2.2**	W.3.2
Progression of Standard Across Grades	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Grade 2

Writing

W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

To address this standard, students *could*:

- Write a personal account of their best day ever, including details about their feelings and chronological recording of events, and effectively ending the written piece.
- Write about a common experience that occurred in the classroom in which students add their personal feelings and emotions about the experience.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.1.3	**W.2.3**	W.3.3
	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.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grade 2

Writing

W.2.4	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades	W.1.4	**W.2.4**	W.3.4
	(Begins in grade 3)	(Begins in grade 3)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Grade 2
Writing

W.2.5	*With guidance and support from adults and peers*, focus on a topic and strengthen writing as needed by revising and editing.

To address this standard, students *could*:

- Share a piece of their own writing with their peers and ask specific questions about how to improve the work; use suggestions from peers or adults to make changes that will improve their work.
- Provide feedback to peers about their writing.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.1.5	**W.2.5**	W.3.5
	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.	*With guidance and support from adults and peers*, focus on a topic and strengthen writing as needed by revising and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.

Grade 2
Writing

W.2.6	*With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

To address this standard, students *could*:

- Post an image and accompanying written reflection on completed work to a closed class blog and ask peers or parents for feedback.
- Produce an animation of a personal narrative.
- Create a digital presentation demonstrating how to do something to instruct their peers.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.1.6	**W.2.6**	W.3.6
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Grade 2
Writing

W.2.7	Participate in shared research and writing projects.

To address this standard, students *could*:

- Record science observations.
- Read multiple books on a single topic (e.g. weather) and write an informational report.
- Develop a class brochure about the town or city in which they live that includes observations and thoughts from students in the class.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.1.7	**W.2.7**	W.3.7
	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).	Participate in shared research and writing projects.	Conduct short research projects that build knowledge about a topic.

Grade 2

Writing

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
To address this standard, students *could*: ● Participate in a web quest to find answers about daily life of the Plains Indians. ● Share personal experiences from the playground to answer questions on how to make the playground safe.	
Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.1.8	**W.2.8**	W.3.8
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grade 2

Writing

W.2.9	(Begins in grade 4)		
For this standard, students *could*:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades	W.1.9	**W.2.9**	W.3.9
	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

Grade 2

Writing

W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences.

To address this standard, students *could*:

- Create a game and write detailed instructions for the game so that a peer or adult can understand how to play it. Test and evaluate the quality and effectiveness of the language they used in instructions based on how well players understood them. Modify language to be more accurate and clear for players.
- Explore the importance of adjectives and adverbs by examining common phrases used during the school day and the ways in which they help students understand how they are to do something or what they are to do (e.g., walk quietly; speak thoughtfully; sit on the blue mat;).
- Engage in a thought experiment about what would happen if there were no adjectives or adverbs.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

	W.1.10	**W.2.10**	W.3.10
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 2

Writing

W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
For this standard, students *could*: • Write a letter to a local newspaper editor about something positive happening in their school, and practice using commas in their greeting and closing. • Write about their ideal vacation spot – where they would like to go and what they would do once they got there.	
Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

	W.1.11	**W.2.11**	W.3.11
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 2

Writing

W.2.12	(Begins in grade 3)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades	W.1.12	**W.2.12**	W.3.12
	(Begins in grade 3)	(Begins in grade 3)	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.

Grade 2

Speaking and Listening

SL.2.1	Participate in collaborative conversations about *Grade 2 topics and texts* with peers and adults in small and larger groups. a. 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). b. Build on other's talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

To address this standard, students *could*:

- Use words to indicate connection between their ideas and other people's ideas (e.g., "To add to Juan's idea, I think…")
- Engage in class meetings around ideas and issues important to the class or school.
- Naturally engage in collaborative conversations both in and outside of instructional settings.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.1.1	**SL.2.1**	SL.3.1
Progression of Standard Across Grades	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about *Grade 2 and texts* with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Grade 2

Speaking and Listening

SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

To address this standard, students *could*:

- Attend a school assembly and recount the event after returning to the classroom.
- Illustrate their favorite (e.g. time of day, activity) and orally present to the class.
- Recount a favorite movie or show and share it with the class.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.1.2	**SL.2.2**	SL.3.2
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.

Grade 2
Speaking and Listening

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

To address this standard, students *could*:

- Listen to a presentation from a guest speaker, and ask questions to deepen their understanding (e.g., Visit a fire station or invite a firefighter to speak to the class and provide time for questions and answers.)
- Collaborate with peers to develop a common understanding of the topic a guest speaker, teacher, or peer presented.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.1.3	**SL.2.3**	SL.3.3
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 2
Speaking and Listening

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.

To address this standard, students *could*:

- Recount an experience that occurred in the lunchroom or on the playground.
- Tell a story about what it could have been like to be born in pioneer times in Kansas.
- Recount a familiar tradition and share it orally with the class or a group of peers.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

	SL.1.4	**SL.2.4**	SL.3.4
Progression of Standard Across Grades	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with appropriate volume, enunciation, and rate.

Grade 2

Speaking and Listening

SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

To address this standard, students *could*:

- Produce physical or digital drawings depicting information described with detail to inform an audience.
- Use technology to create video or audio recordings to accompany a written or oral presentation.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.1.5	**SL.2.5**	SL.3.5
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	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.

Grade 2

Speaking and Listening

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.

To address this standard, students *could*:

- Show an understanding that conversations they have with peers on the playground may be different from conversations they have in their classrooms.
- Answer questions in complete sentences from an audience after giving an oral presentation.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.1.6	**SL.2.6**	SL.3.6
	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2

Speaking and Listening

SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use collective nouns when speaking. b. Form and use frequently-occurring irregular plural nouns (e.g., teeth). c. Use reflexive pronouns (e.g., ourselves). d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid) e. Use context-appropriate adjectives and adverbs. f. Produce complete simple and compound sentences.

To address this standard, students *could*:

- Participate in a "guess what's in the bag" activity, in which they use adjectives and adverbs, as well as other descriptive language, to describe to a group of peers and/or adults an object or item that the group cannot see.
- Practice adding to oral descriptions of something that happened to the class (e.g. We went to lunch…We walked quietly to lunch…Our second grade class walked quietly to the lunch room down the hall…)

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

	SL.1.7	**SL.2.7**	SL.3.7
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 2

Speaking and Listening

SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

To address this standard, students *could*:

- Describe the process of erosion to peers or adults after reading or viewing a resource describing what happens during erosion.
- Describe to peers or adults the ways in which turtles (or other animals) protect themselves from predators.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

	SL.1.8	**SL.2.8**	SL.3.8
Progression of Standard Across Grades	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.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 2

Reading: Foundational

Print Concepts			
RF.2.1	Not Applicable to Grade 2		
Progression of Standard Across Grades	RF.1.1	**RF.2.1**	RF.3.1
	Demonstrate understanding of the organization and basic features of print.	Not applicable	Not applicable

Grade 2

Reading: Foundational

Phonological Awareness			
RF.2.2	Not Applicable to Grade 2		
Progression of Standard Across Grades	RF.1.2	**RF.2.2**	RF.3.2
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable	Not applicable

Grade 2

Reading: Foundational

Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know correspondences for additional common vowel teams (e.g., steak). c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). f. Recognize and read grade-appropriate words.

To address this standard, students *could*:

- Complete word sorts to show the differences between long and short a.
- Highlight words in a text to show a specific word pattern.

	RF.1.3	**RF.2.3**	RF.3.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)	Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)

Grade 2

Reading: Foundational

Fluency	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. d. Read on-level text with purpose and understanding. e. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To address this standard, students *could*:

- Engage in repeated readings to improve accuracy.
- Read and present a poem to the class and reflect on progress and performance using a student-friendly rubric addressing concepts of fluency.

	RF.1.4	**RF.2.4**	RF.3.4
Progression of Standard Across Grades	Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.)	Read with sufficient accuracy and fluency to support comprehension. (See details above.)	Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.1	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

To address this standard, students *could*:

- Construct questions using *who, what, where, when, why,* and *how.*
- Use text, illustrations, photographs, graphics, etc., to ask and answer questions about key details.
- Use graphic organizers before, during, and after reading to record questions and possible changes in thinking that occur while reading.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RL.1.1	**RL.2.1**	RL.3.1
Progression of Standard Across Grades	Ask and answer questions about key details in a text.	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 2

Reading: Literature

RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

To address this standard, students *could*:

- Recount by giving detailed events in chronological order.
- Create a text-to-self connection between the moral of a fable and the student's personal experiences.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	RL.1.2	**RL.2.2**	RL.3.2
Progression of Standard Across Grades	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade 2

Reading: Literature

RL.2.3	Describe how characters in a story respond to major events and challenges.

To address this standard, students *could*:

- Participate in a character panel in which one student is the character and the audience asks questions about the character, including why he or she behaved in a particular manner.
- Use graphic organizers to show the major events of the story, and how each character responds to them.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.1.3	**RL.2.3**	RL.3.3
	Describe character, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 2

Reading: Literature

RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

To address this standard, students *could*:

- Listen to a poem read aloud by a teacher or author, and discuss with peers what creates the rhythm of the poem.
- Read or listen to two songs with different rhythms and talk with peers or adults about how those different rhythms add meaning to the songs.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.1.4	**RL.2.4**	RL.3.4
Progression of Standard Across Grades	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Grade 2

Reading: Literature

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

To address this standard, students *could*:

- Describe a character's goal and how a character's actions set in motion the action for an entire story.
- Describe the ways in which a character attempts to reach his or her goals or solve a problem.
- Describe how a character's goals were achieved by the end of a story.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.1.5	**RL.2.5**	RL.3.5
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.

Grade 2

Reading: Literature

RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
To address this standard, students *could*: ● Identify if a character or narrator is telling the story. ● Use correct intonation when reading dialogue.	
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RL.1.6	**RL.2.6**	RL.3.6
	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.

Grade 2

Reading: Literature

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

To address this standard, students *could*:

- Discuss with peers the knowledge gained from illustrations, and how that knowledge improves understanding of a character, setting, or plot.
- Demonstrate understanding of a setting by drawing, coloring, or finding a picture that seems to match the setting described by the author.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

	RL.1.7	**RL.2.7**	RL.3.7
Progression of Standard Across Grades	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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).

Grade 2

Reading: Literature

RL.2.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	RL.1.8	**RL.2.8**	RL.3.8
	(Not applicable for literature)	(Not applicable for literature)	(Not applicable for literature)

Grade 2

Reading: Literature

RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.

To address this standard, students *could*:

- Read a story and view a stage production or film version of that same story; then engage in discussions with peers or adults about similarities and differences between the two.
- Contemplate with peers or adults the cultural differences revealed in two different versions of one type of story (e.g., stories about coming home after an absence)

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.1.9	**RL.2.9**	RL.3.9
	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story by different authors or from different cultures.	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).

Grade 2

Reading: Literature

RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.

To address this standard, students *could*:

- Compare and contrast the language used by two different characters from a text, and discuss with peers or adults what the language they use suggests about the kind of characters they are.
- Imagine they are taking a trip to a character's or several different characters' homes or settings, and act out or describe what they would say, how they would act, what they might wear, etc.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RL.1.10	**RL.2.10**	RL.3.10
	(Begins in Grade 2.)	Use knowledge of language and its conventions to compare formal and informal uses of English. (See details above.)	Use knowledge of language and its conventions. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

To address this standard, students *could*:

- Experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.
- Make educated guesses about three unknown words in a story they are reading, and then use print and/or online dictionaries to determine whether their guesses were correct.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RL.1.11	**RL.2.11**	RL.3.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
To address this standard, students *could*: • Bring or make food that fits with a particular texture (e.g., gooey, crunchy, mushy). • Move around the classroom or on the playground in ways defined by the verbs used by classmates or an instructor (e.g., rush, amble, stroll)	
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.1.12	**RL.2.12**	RL.3.12
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.13	Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 2.

To address this standard, students *could*:

- Participate in shared or independent readings of increasingly complex text at or above Grade 2 level.
- Select a text of personal interest for use in a shared or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

	RL.1.13	**RL.2.13**	RL.3.13
Progression of Standard Across Grades	*With prompting and support*, read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 1.	Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 3.

Grade 2

Reading: Informational

RI.2.1	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
To address this standard, students *could*: ● Read an informational article about a topic of interest and be able to share with peers or adults answers to who, what, where, when, why, and how questions.	
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.1.1	**RI.2.1**	RI.3.1
	Ask and answer questions about key details in a text.	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 2

Reading: Informational

RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

To address this standard, students *could*:

- Read independently or collaboratively an informational text, and use specific strategies intended to help them find the main idea of the full text, as well as the main ideas of individual paragraphs.
- Discuss with peers and adults the ways in which main ideas of individual paragraphs contribute to the main idea of a full informational text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.1.2	**RI.2.2**	RI.3.2
	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 2

Reading: Informational

RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
To address this standard, students *could*: ● Explain the connections between plant and/or animal life in a habitat. ● Share how water travel has changed over time.	
Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.1.3	**RI.2.3**	RI.3.3
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	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.

Grade 2

Reading: Informational

RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

To address this standard, students *could*:

- Use text, illustrations, photographs, and graphics, etc., to determine the meaning of words and phrases.
- Make educated guesses about word meanings based on context, and explain their reasoning to a peer or adult.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.1.4	**RI.2.4**	RI.3.4
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

Grade 2

Reading: Informational

RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

To address this standard, students *could*:

- Use different colored markers to highlight features of a text, or to show where they might find a specific kind of information with the help of text features.
- Play a "What Am I?" match game where text feature definitions are provided and matched to the feature.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.1.5	**RI.2.5**	RI.3.5
	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.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Grade 2

Reading: Informational

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

To address this standard, students *could*:

- Explain one reason why an author might have written a text.
- Answer the question, “What is the writer doing here?” at a specific point or paragraph within a text. Then answer, “How did the writer do that?”

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.1.6	**RI.2.6**	RI.3.6
	Distinguish between information provided by illustrations, other graphics and or information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.

Grade 2

Reading: Informational

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

To address this standard, students *could*:

- Match illustrations to events and ideas in the text.
- Use images and text to find key details.
- Use visual text features to aid in understanding written text.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.1.7	**RI.2.7**	RI.3.7
	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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).

Grade 2

Reading: Informational

RI.2.8	Describe how reasons support specific points the author makes in a text.

To address this standard, students *could*:

- Discuss with peers the reasons an author provides for why something occurred.
- Find specific places in a text where an author provides reasons for something occurring.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.1.8	**RI.2.8**	RI.3.8
	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Grade 2

Reading: Informational

RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
To address this standard, students *could*: • Read two informational texts about two different ecosystems, and create a chart or graphic to show the similarities and differences between them. • Discuss how two writers present important points about a single topic.	
Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.1.9	**RI.2.9**	RI.3.9
	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 2

Reading: Informational

RI.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.

To address this standard, students *could*:

- Compare and contrast the differences in language between a personal account of a historical event and a textbook's account of a historical event, and the effects of that language. (e.g., How do the two texts look different? What kinds of words are used? What emotions do you feel after reading each one?)
- Imagine themselves in various situations outside of their classroom, and role play how they might act and what they might say, then discuss with peers the differences in their words and actions.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.1.10	**RI.2.10**	RI.3.10
	(Begins in Grade 2.)	Use knowledge of language and its conventions to compare formal and informal uses of English.	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.

Grade 2

Reading: Informational

RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

To address this standard, students *could*:

- Experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.
- Make educated guesses about three unknown words in an article they are reading, and then use print and/or online dictionaries to determine whether their guesses were correct.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RI.1.11	**RI.2.11**	RI.3.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 1 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 2

Reading: Informational

RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

To address this standard, students *could*:

- Work with peers to make connections between how schools were 100 years ago and how schools are today.
- Participate in an observation of a phenomenon, and collaboratively or independently complete a simple lab report that asks students to describe the phenomenon with specific language (e.g., gooey, sticky, mushy)

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.1.12	**RI.2.12**	RI.3.12
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 2

Reading: Informational

RI.2.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.

To address this standard, students *could*:

- Participate in shared or independent readings of increasingly complex text at or above Grade 2 level.
- Select a text of personal interest for use in a shared or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.1.13	**RI.2.13**	RI.3.13
	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Grade 3

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.3.1	W.3.2	W.3.3
Production and Distribution of Writing	W.3.4	W.3.5	W.3.6
Research to Build and Present Knowledge	W.3.7	W.3.8	W.3.9
Language in Writing	W.3.10	W.3.11	
Range of Writing	W.3.12		

Speaking and Listening

Comprehension and Collaboration	SL.3.1	SL.3.2	SL.3.3
Presentation of Knowledge and Ideas	SL.3.4	SL.3.5	SL.3.6
Language in Speaking and Listening	SL.3.7	SL.3.8	

Reading: Foundational

Print Concepts	RF.3.1
Phonological Awareness	RF.3.2
Phonics and Word Recognition	RF.3.3
Fluency	RF.3.4

Reading: Literature

Key Ideas and Details	RL.3.1	RL.3.2	RL.3.3
Craft and Structure	RL.3.4	RL.3.5	RL.3.6
Integration of Knowledge and Ideas	RL.3.7	RL.3.8	RL.3.9
Language in Reading: Literature	RL.3.10	RL.3.11	RL.3.12
Range of Reading and Level of Text	RL.3.13		

Reading: Informational

Key Ideas and Details	RI.3.1	RI.3.2	RI.3.3
Craft and Structure	RI.3.4	RI.3.5	RI.3.6
Integration of Knowledge and Ideas	RI.3.7	RI.3.8	RI.3.9
Language in Reading: Informational	RI.3.10	RI.3.11	RI.3.12
Range of Reading and Level of Text	RI.3.13		

Grade 3
Writing

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Know the difference between fact and opinion
- b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- c. Provide reasons that support the opinion
- d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
- e. Provide a concluding statement or section

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- 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.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Production and Distribution of Writing

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

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 grade 4)

Language in Writing

W.3.10 Demonstrate knowledge of language and 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 high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 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

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.

Grade 3
Speaking and Listening

Comprehension and Collaboration

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *grade 3 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

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

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.

Grade 3

Reading: Foundational

Print Concepts
RF.3.1 Not applicable to Grade 3

Phonological Awareness
RF.3.2 Not applicable to Grade 3

Phonics and Word Recognition
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding 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.
- RF.3.3.d Read grade-appropriate irregularly spelled words.

Fluency
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4.a Read on-level text with purpose and understanding.
- RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3

Reading: Literature

Key Ideas and Details

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 central message, lesson, or moral 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

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 point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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

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 *based on Grade 3 reading and content*, choosing flexibly from a range of strategies.

- RL.3.11.a Use sentence-level context as a clue to 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.
- RL.3.11.c Use a known root word as a clue 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 Level of Text

RL.3.13 Read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

Grade 3
Reading: Informational

Key Ideas and Details

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

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 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 point of view from that of the author of a text.

Integration of Knowledge and Ideas

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

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 *based on Grade 3 reading and content*, choosing flexibly from a range of strategies.

- RI.3.11.a Use sentence-level context as a clue to 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.
- RI.3.11.c Use a known root word as a clue to 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 of Reading and Level of Text

RI.3.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

Grade 3

Writing

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Know the difference between fact and opinion b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons c. Provide reasons that support the opinion d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons e. Provide a concluding statement or section

To address this standard, students *could*:

- Sort information about a topic by fact or opinion.
- Write a persuasive paragraph about a topic.
- Create an ad to convince a potential consumer to purchase their product.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

	W.2.1	**W.3.1**	W.4.1
Progression of Standard Across Grades	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 3

Writing

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

To address this standard, students *could*:

- Create a research presentation to inform their peers about a topic.
- Write an article to share information with their peers.
- Develop a digital presentation to include multimedia components to share with their peers.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.2.2	**W.3.2**	W.4.2
	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Grade 3

Writing

W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
To address this standard, students *could*: • Create and complete an interview of a character in a book. • Create an alternate ending to a story.	
Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.2.3	**W.3.3**	W.4.3
	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grade 3

Writing

W.3.4	*With guidance and support from adults*, produce writing in which the development and organization are appropriate to task and purpose.
To address this standard, students *could*: • Produce a coherent, organized piece of writing.	
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

Progression of Standard Across Grades	W.2.4	**W.3.4**	W.4.4
	(Begins in grade 3)	*With guidance and support from adults*, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Grade 3
Writing

W.3.5	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.

To address this standard, students *could*:

- Plan a writing piece with a focused topic.
- Revise to strengthen writing piece.
- Edit to strengthen writing piece.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.2.5	**W.3.5**	W.4.5
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.

Grade 3
Writing

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.

To address this standard, students *could*:

- Use digital tools to publish writing.
- Produce a final copy.
- Work collaboratively with peers.
- Develop keyboarding skills.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

	W.2.6	**W.3.6**	W.4.6
Progression of Standard Across Grades	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	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 sitting.

Grade 3
Writing

W.3.7	Conduct short research projects that build knowledge about a topic.

To address this standard, students *could*:

- Ask questions to support the inquiry process.
- Select a topic of personal interest and compose questions about that topic to guide inquiry.
- Utilize digital tools to find answers to research questions, and to present findings to peers and adults.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.2.7	**W.3.7**	W.4.7
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 3
Writing

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.

To address this standard, students *could*:

- Participate in a sorting activity in which they sort several pieces of information into categories relevant to the topic or writing purpose. (e.g., Sort informational paragraphs about honeybees into these groups, depending on content of the paragraphs: habitat, life cycle, roles and jobs in the hive, etc.)

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.2.8	**W.3.8**	W.4.8
	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.

Grade 3
Writing

W.3.9	(Begins in grade 4)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades	W.2.9	W.3.9	W.4.9
	(Begins in grade 4)	(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “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]”). Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Grade 3
Writing

W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when writing. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.

To address this standard, students *could*:

- Engage in a writing process that allows them to review and use models to determine how to make their writing more effective.
- Look closely at the use of subjects and verbs in their own writing to determine whether they agree, and revise their work accordingly.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.2.10	**W.3.10**	W.4.10
	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 3
Writing

W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations when writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

To address this standard, students *could*:

- Engage in a free writing activity, and then practice reviewing work to check and correct spelling, if necessary.
- Write a letter to the principal about a school-related topic, and attend to appropriate uses of capial letters and commas.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

	W.2.11	**W.3.11**	W.4.11
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 3
Writing

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.

To address this standard, students *could*:

- Write daily for different purposes and audiences.
- Use writing to communicate thoughts, questions, and answers.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

Progression of Standard Across Grades	W.2.12	**W.3.12**	W.4.12
	(Begins in grade 3)	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.	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.

Grade 3

Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their ideas and understanding in light of the discussion.

To address this standard, students *could*:

- Participate in group discussions focused on a common text.
- Participate in group discussions focused on a topic presented in class.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.2.1	**SL.3.1**	SL.4.1
Progression of Standard Across Grades	Participate in collaborative conversations about *Grade 2 topics and texts* with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Grade 3

Speaking and Listening

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.

To address this standard, students *could*:

- Know the definition of a key detail and identify key details.
- Know the definition of a main idea and identify main ideas.
- Synthesize information presented orally and/or in diverse formats.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.2.2	**SL.3.2**	SL.4.2
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 3

Speaking and Listening

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

To address this standard, students *could*:

- Ask and answer questions about information presented orally.
- Distinguish between a question and a statement.
- Construct relevant statements and questions.
- Provide elaboration and detail when answering questions about information from a speaker.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.2.3	**SL.3.3**	SL.4.3
	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.

Grade 3

Speaking and Listening

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.

To address this standard, students *could*:

- Identify words that appeal to the senses.
- Use words that suggest feelings.
- Use appropriate volume, enunciation, and rate when speaking for a variety of purposes.
- Speech is logical and understandable.
- Focus on details that relate directly to the topic or text.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

	SL.2.4	**SL.3.4**	SL.4.4
Progression of Standard Across Grades	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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.	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.

Grade 3

Speaking and Listening

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.

To address this standard, students *could*:

- Produce physical or digital drawings depicting information described with detail.
- Create visual displays to emphasize facts or details.
- Use technology to create audio recordings.
- Create Audio recordings demonstrating reading fluently with appropriate pacing.
- Recount experiences.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

	SL.2.5	**SL.3.5**	SL.4.5
Progression of Standard Across Grades	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 3

Speaking and Listening

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

To address this standard, students *could*:

- Speak with appropriate volume, enunciation, and rate.
- Use complete sentences when speaking including a subject and a predicate.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.2.6	**SL.3.6**	SL.4.6
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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.

Grade 3

Speaking and Listening

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

To address this standard, students *could*:

- Role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result.
- Collaborate with peers to prepare a presentation for an audience in which they attempt to convince an audience to make a certain decision about an important issue.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.2.7	**SL.3.7**	SL.4.7
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 3

Speaking and Listening

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.

To address this standard, students *could*:

- Practice conversations related to a specific text in which they must use domain-specific language in order to convey meaning.
- Describe to a group of peers his or her "perfect day," including where it would take place, when each activity would happen, etc.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

	SL.2.8	**SL.3.8**	SL.4.8
Progression of Standard Across Grades	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	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.

Grade 3

Reading: Foundational

Print Concepts			
RF.3.1	Not applicable to grade 3.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 3

Reading: Foundational

Phonological Awareness			
RF.3.2	Not applicable to grade 3.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 3

Reading: Foundational

Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible). c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.

To address this standard, students *could*:

- Select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults.
- Read – silently or aloud – books with multisyllabic words, and check understanding of the text with peers or adults.

	RF.2.3	**RF.3.3**	RF.4.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)	Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)

Grade 3

Reading: Foundational

Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To address this standard, students *could*:

- Participate in practicing and then performing a poem for a peer, several peers, or adults.
- Find – in a classroom, school, or public library – a text that will help him or her learn more about a topic of personal interest.

	RF.2.4	**RF.3.4**	RF.4.4
Progression of Standard Across Grades	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

Grade 3

Reading: Literature

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

To address this standard, students *could*:

- Construct questions about a text using *who, what, where, when, why,* and *how.*
- Use text and text features to ask and answer key idea/detail questions.
- Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.).

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RL.2.1	**RL.3.1**	RL.4.1
Progression of Standard Across Grades	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 3

Reading: Literature

RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
To address this standard, students *could*: ● Recount stories by giving detailed events in chronological order. ● Use background knowledge and the text to determine what the author wants the reader to learn.	
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.2.2	**RL.3.2**	RL.4.2
	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the theme of a story, drama, or poem from details in the text; summarize the text.

Grade 3

Reading: Literature

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.
To address this standard, students *could*: ● Use a visual display to explain how one character's actions contributed to an event or a sequence of events in a story. ● Create a character map showing important, text-supported features of a character.	
Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.2.3	**RL.3.3**	RL.4.3
	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).

Grade 3

Reading: Literature

RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

To address this standard, students *could*:

- Describe how word choice affects the meaning of a text.
- Know and identify literal language.
- Know and identify figurative language.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RL.2.4	**RL.3.4**	RL.4.4
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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).

Grade 3

Reading: Literature

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.

To address this standard, students *could*:

- Define terms such as chapter, scene, and stanza.
- Use terms such as chapter, scene, and stanza when discussing or retelling.
- Describe how the organization of the text (beginning, middle, end) moves the story along.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

	RL.2.5	**RL.3.5**	RL.4.5
Progression of Standard Across Grades	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	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 text.

Grade 3

Reading: Literature

RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

To address this standard, students *could*:

- Write about an important issue contained in a text and, share their opinion about that issue, and whether they believe they agree with a narrator or characters about that issue.
- Engage with a peer in a role play in which one student assumes the role of a character in a text and the other student is himself or herself. Converse about important topics shared in the text, and the selected character's and selected student's opinions about them.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RL.2.6	**RL.3.6**	RL.4.6
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Grade 3

Reading: Literature

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).

To address this standard, students *could*:

- Define and describe how aspects of illustrations contribute to the mood in a story.
- Define and describe how aspects of illustrations contribute to the understanding of the character and/or setting.
- Describe how the illustrations add meaning to the words.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.2.7	**RL.3.7**	RL.4.7
	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	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).	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.

Grade 3

Reading: Literature

RL.3.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 3

Reading: 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).

To address this standard, students *could*:

- Read books in a series, and discuss with peers similarities and differences in themes, settings, and plots from one book to the next.
- Create a plot diagram of two different books in a series and discuss similarities and differences with peers or adults.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.2.9	**RL.3.9**	RL.4.9
	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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).	Compare and contrast the treatment 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.

Grade 3

Reading: Literature

RL.3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.

To address this standard, students *could*:

- Partner with a peer to attempt to record a phonetic interpretation of everything he or she says during a casual conversation. With peers, analyze the differences between what was said and what was recorded.
- Read examples of dialect in text and discuss with peers the differences in conventions when dialect is recorded accurately in a text versus when statements are written using standard English.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RL.2.10	**RL.3.10**	RL.4.10
	Use knowledge of language and its conventions to compare formal and informal uses of English.	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language and its conventions when reading.

Grade 3

Reading: Literature

RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

To address this standard, students *could*:

- Use manipulatives to practice creating words using a set of teacher-provided affixes and root words.
- Engage in a scavenger hunt for words in a text they have read that might use familiar affixes or root words.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RL.2.11	**RL.3.11**	RL.4.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 3

Reading: Literature

RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

To address this standard, students *could*:

- Participate in a word-image match in which students match a set of words to a set of images and explain the reasons why they matched the two as they did.
- Participate in a human graph in which they share their opinions about characters in a text and the degree to which they believe they are good/bad, kind/evil, etc. Once they find their places in the human graph, students share the words they would use their own words to describe the characters, and why they might not describe them as entirely evil, entirely good, etc.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.2.12	**RL.3.12**	RL.4.12
	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 3

Reading: Literature

RL.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.2.13	**RL.3.13**	RL.4.13
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

Grade 3

Reading: Informational

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

To address this standard, students *could*:

- Construct questions using *who, what, where, when, why,* and *how.*
- Use text and text features to ask and answer key idea/detail questions.
- Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.)

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.2.1	**RI.3.1**	RI.4.1
	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 3
Reading: Informational

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

To address this standard, students *could*:

- Use text, pictures, photographs, illustrations, etc., to ask and answer key detail questions.
- Create a storyboard or drawing showing their understanding of the key details of a text and how they contribute to the main idea.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.2.2	**RI.3.2**	RI.4.2
	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade 3
Reading: Informational

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.

To address this standard, students *could*:

- Use language that pertains to time, sequence and cause/effect when describing relationships.
- Use of digital tools to present a timeline explaining the connection between several related historical events.
- Design a multimedia presentation to explain the steps in a scientific procedure, or the steps needed to follow in order to solve a mathematical problem.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.2.3	**RI.3.3**	RI.4.3
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	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.	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.

Grade 3

Reading: Informational

RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
To address this standard, students *could*: ● Discuss the meanings of words used to describe different weather phenomena after reading an article about weather in the Midwest. ● Work with peers to list key words in an informational text they have just read; discuss, determine, or look up their meanings; and discuss other situations in which those words might be used.	
Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.2.4	**RI.3.4**	RI.4.4
	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Grade 3

Reading: Informational

RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
To address this standard, students *could*: • Participate in an "information hunt" that requires the use of text features to find information about a given topic in a teacher-selected text.	
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.2.5	**RI.3.5**	RI.4.5
	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Grade 3

Reading: Informational

RI.3.6	Distinguish their own point of view from that of the author of a text.

To address this standard, students *could*:

- Understand what impacts the creation of a point of view.
- Identify their own point of view.
- Compare and contrast their view point with that of the author's.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.2.6	**RI.3.6**	RI.4.6
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Grade 3

Reading: Informational

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).
To address this standard, students *could*: • Explain information gained from illustrations. • Synthesize information gained from visual text features and information from written text to aid in understanding.	
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.2.7	**RI.3.7**	RI.4.7
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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).	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 appears.

Grade 3

Reading: Informational

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).

To address this standard, students *could*:

- Explain information gained from illustrations.
- Use the information from illustrations to answer questions about the text.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.2.8	**RI.3.8**	RI.4.8
	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.

Grade 3

Reading: Informational

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

To address this standard, students *could*:

- Understand the difference between compare and contrast.
- Determine the most important points and key details.
- Compare and contrast texts on the same topic.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.2.9	**RI.3.9**	RI.4.9
	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 3

Reading: Informational

RI.3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.

To address this standard, students *could*:

- Engage in a conversation with a friend about a topic covered in an article they have read. Then create a Venn diagram showing the differences they notice between the language used in the article versus the language used in their conversation.
- Sort sentences printed on cards into piles according to which were recorded as spoken and which were taken from an article, then discuss the qualities of the sentences in the "spoken" pile and how they differ from the pile of sentences taken from an article.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RI.2.10	**RI.3.10**	RI.4.10
Progression of Standard Across Grades	Use knowledge of language and its conventions to compare formal and informal uses of English.	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Grade 3

Reading: Informational

RI.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

To address this standard, students *could*:

- Discuss with peers the strategy or strategies they used to determine the meaning of an unknown word in a text.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.2.11	**RI.3.11**	RI.4.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 2 reading and content*, choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 3

Reading: Informational

RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

To address this standard, students *could*:

- Discuss with peers the difference between the words society, town, community, city, and neighborhood.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.2.12	**RI.3.12**	RI.4.12
	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 3

Reading: Informational

RI.3.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.2.13	**RI.3.13**	RI.4.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.

Grade 4

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.4.1	W.4.2	W.4.3
Production and Distribution of Writing	W.4.4	W.4.5	W.4.6
Research to Build and Present Knowledge	W.4.7	W.4.8	W.4.9
Language in Writing	W.4.10	W.4.11	
Range of Writing	W.4.12		

Speaking and Listening

Comprehension and Collaboration	SL.4.1	SL.4.2	SL.4.3
Presentation of Knowledge and Ideas	SL.4.4	SL.4.5	SL.4.6
Language in Speaking and Listening	SL.4.7	SL.4.8	

Reading: Foundational

Print Concepts	RF.4.1
Phonological Awareness	RF.4.2
Phonics and Word Recognition	RF.4.3
Fluency	RF.4.4

Reading: Literature

Key Ideas and Details	RL.4.1	RL.4.2	RL.4.3
Craft and Structure	RL.4.4	RL.4.5	RL.4.6
Integration of Knowledge and Ideas	RL.4.7	RL.4.8	RL.4.9
Language in Reading: Literature	RL.4.10	RL.4.11	RL.4.12
Range of Reading and Level of Text	RL.4.13		

Reading: Informational

Key Ideas and Details	RI.4.1	RI.4.2	RI.4.3
Craft and Structure	RI.4.4	RI.4.5	RI.4.6
Integration of Knowledge and Ideas	RI.4.7	RI.4.8	RI.4.9
Language in Reading: Informational	RI.4.10	RI.4.11	RI.4.12
Range of Reading and Level of Text	RI.4.13		

Grade 4

Writing

Text Types and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Know the difference between fact and opinion.
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.
c. Provide reasons that are supported by facts and details.
d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).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.

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.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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 sitting.

Research to Build and Present Knowledge

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

W.4.10 Demonstrate command of the conventions of standard English grammar and 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

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.

Grade 4
Speaking and Listening

Comprehension and Collaboration

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 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

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

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 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.

Grade 4
Reading: Foundational

Print Concepts
RF.4.1 Not applicable to grade 4

Phonological Awareness
RF.4.2 Not applicable to grade 4

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

Fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.4.4a Read on-level text with purpose and understanding.
- RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4
Reading: Literature

Key Ideas and Details

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

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 text.

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

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 treatment 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

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 *based on Grade 4 reading and content*, choosing flexibly from a range of strategies.

- RL.4.11.a Use context as a clue to the meaning of a word or phrase.
- RL.4.11.b Use common Greek and Latin affixes found in Grade 4 literature as clues to 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 Level of Text

RL.4.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

Grade 4
Reading: Informational

Key Ideas and Details

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

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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 or part of 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 provide.

Integration of Knowledge and Ideas

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 appears.

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

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 *based on Grade 4 reading and content*, choosing flexibly from a range of strategies.

- RI.4.11.a Use context as a clue to the meaning of a word or phrase.
- RI.4.11.b Use common Greek and Latin affixes found in Grade 4 informational texts as clues to 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 Level of Text

RI.4.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.

Grade 4

Writing

W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. 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. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). e. Provide a concluding statement or section related to the opinion presented.

To address this standard, students *could*:

- Use a writing process to employ strategies to introduce a topic effectively (begin with a fact, dialogue, question etc.)
- Use a variety of sentence structures to effectively combine like ideas and lead readers smoothly from one idea to another.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

	W.3.1	**W.4.1**	W.5.1
Progression of Standard Across Grades	Write opinion pieces on topics or texts, supporting a point of view with reasons. (Click link above for details.)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See details above.)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 4

Writing

W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

To address this standard, students *could*:

- Create a Fourth Grade Survival Guide, or a Guide to My School, in which they organize information logically, use text features to aid comprehension, and include illustrations where they might purposefully contribute to the content of the text.
- Write about a phenomenon from a science lesson, and use appropriate words and phrases to explain clearly why something happened.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.3.2	**W.4.2**	W.5.2
	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.)	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (See details above.)	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.)

Grade 4

Writing

W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

To address this standard, students *could*:

- Write about real experiences or imagined stories.
- Use descriptive language to develop characters' thoughts, feelings and experiences.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.3.3	**W.4.3**	W.5.3
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Click link above for details.)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See details above.)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Click link above for details.)

Grade 4

Writing

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

To address this standard, students *could*:

- Engage in thoughtful discussions with peers and adults about how to organize a piece of writing to best address a specific audience.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

Progression of Standard Across Grades	W.3.4	**W.4.4**	W.5.4
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Grade 4

Writing

W.4.5	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.

To address this standard, students *could*:

- Engage in a writing process that allows them to attend to the six traits of writing, and work to strengthen their organization and voice.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.3.5	**W.4.5**	W.5.5
	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade 4

Writing

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 sitting.

To address this standard, students *could*:

- Contribute to or start a blog that includes images and stories about their school or community.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.3.6	**W.4.6**	W.5.6
	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.	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 sitting.	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 two pages in a single sitting.

Grade 4

Writing

W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

To address this standard, students *could*:

- Ask questions of peers and adults to guide their inquiry process.
- Write a report of their findings on an experiment about energy.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.3.7	**W.4.7**	W.5.7
	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Grade 4

Writing

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.
To address this standard, students *could*: • Use note cards or digital files to categorize and organize information.	
Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.3.8	**W.4.8**	W.5.8
	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade 4
Writing

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "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]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

To address this standard, students *could*:

- Write about how a main character in a literary text changes her attitude about a situation from the beginning of a story to the end of a story, using evidence from the text to prove their point.
- Take a stand on a meaningful local issue, and write a letter to an authority figure or decision-making body in which they ask for a change to be made and provide reasons for their request.

Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

Progression of Standard Across Grades	W.3.9	**W.4.9**	W.5.9
	(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (See details above.)	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Click link above for details.)

Grade 4
Writing

W.4.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Choose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two) i. Choose punctuation for effect.

To address this standard, students *could*:

- Engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.3.10	**W.4.10**	W.5.10
	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 4

Writing

W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

To address this standard, students *could*:

- Write a letter to the Governor or a State Legislator about an issue important to them, and engage in a writing process in which they ensure before sending their letter that they have spelled words correctly and used commas appropriately.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Progression of Standard Across Grades	W.3.11	**W.4.11**	W.5.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 4

Writing

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.

To address this standard, students *could*:

- Write daily for different purposes and audiences.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

Progression of Standard Across Grades	W.3.12	**W.4.12**	W.5.12
	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.	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.	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.

Grade 4

Speaking and Listening

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

For this standard, students *could*:

- Participate in structured discussions in order to deepen understanding about an important topic.
- Engage in meaningful discussions with peers and adults about a topic important to them.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.3.1	**SL.4.1**	SL.5.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (Click link above for details.)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (See details above.)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (Click link above for details.)

Grade 4

Speaking and Listening

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

To address this standard, students *could*:

- Know the definition of paraphrasing.
- Paraphrase information presented orally and/or in diverse formats.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.3.2	**SL.4.2**	SL.5.2
	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.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4

Speaking and Listening

SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

To address this standard, students *could*:

- Process a speaker's message noting the reasons and evidence the speaker provides.
- Justify points with reasons and evidence the speaker provides.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.3.3	**SL.4.3**	SL.5.3
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Grade 4

Speaking and Listening

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.

To address this standard, students *could*:

- Recount a story using appropriate volume, enunciation, and rate.
- Report on a topic using appropriate volume, enunciation, and rate.
- Report on a topic or recount a story or experience in a meaningful order.
- Provide details supporting the main idea and/or theme.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.3.4	**SL.4.4**	SL.5.4
	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.	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.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 4

Speaking and Listening

SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

To address this standard, students *could*:

- Produce visual and/or audio depictions information described with detail.
- Recount experiences.
- Define main idea as the essential point the author is conveying in the paragraph or text.
- Define theme as the central idea or message in the text.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.3.5	**SL.4.5**	SL.5.5
	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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade 4

Speaking and Listening

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.

To address this standard, students *could*:

- Practice engaging in conversations with different peers and adults, and then discuss the differences they experience when communicating with different people.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.3.6	**SL.4.6**	SL.5.6
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 4

Speaking and Listening

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

To address this standard, students *could*:

- Present an idea individually or with a group of peers for improving their school to a school administrator.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.3.7	**SL.4.7**	SL.5.7
	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 4

Speaking and Listening

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.

To address this standard, students *could*:

- Discuss with peers the processes that impact the shape of the Earth, making use of grade-appropriate, domain-specific words and phrases.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.3.8	**SL.4.8**	SL.5.8
	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 4

Reading: Foundational

Print Concepts			
RF.4.1	Not applicable to grade 4.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 4

Reading: Foundational

Phonological Awareness			
RF.4.2	Not applicable to grade 4.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 4

Reading: Foundational

Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

To address this standard, students *could*:

- During a reading of an engaging text, show grade level-appropriate ability to decode text.
- With peers or an adult, work to pronounce multisyllabic words accurately, and use strategies to determine correct pronunciation and meanings.

	RF.3.3	**RF.4.3**	RF.5.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 4

Reading: Foundational

Fluency	
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

For this standard, successful students *could*:

- Practice fluency independently or with peers by participating in paired readings or practiced readings of engaging texts.
- Listen to fluent and/or repeated readings of an engaging text.

	RF.3.4	**RF.4.4**	RF.5.4
Progression of Standard Across Grades	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

Grade 4

Reading: Literature

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.

To address this standard, students *could*:

- Identify examples in the text to support thinking.
- Use text and text features to ask and answer key detail questions.
- Identify the location of the answer in the text (e.g. “according to the text”, “the author stated”).
- Explain what it means to make an inference.
- Use background knowledge and the text to make an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.3.1	**RL.4.1**	RL.5.1
	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 4

Reading: Literature

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

To address this standard, students *could*:

- Use background knowledge and the text to determine what the author wants the reader to learn.
- Explain how to determine the theme of a text.
- Determine the theme in a text using key details.
- Define summary and summarize the text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.3.2	**RL.4.2**	RL.5.2
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Grade 4

Reading: Literature

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).

To address this standard, students *could*:

- Describe characters in depth using key details (who).
- Describe the setting in depth using key details (where, when).
- Describe major events in depth using key details (what).
- Describe how the characters respond to major events and challenges (how).
- Explain how characters' actions determine the sequence of events (why).

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.3.3	**RL.4.3**	RL.5.3
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade 4

Reading: Literature

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).

To address this standard, students *could*:

- Describe how word choice affects the meaning of a text.
- Describe and identify literal language.
- Describe and identify figurative language.
- Use context clues, reference materials, and references to mythology to determine meaning of words and phrases.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.3.4	**RL.4.4**	RL.5.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Grade 4

Reading: Literature

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 text.

To address this standard, students *could*:

- Define structural elements of poems, drama, and prose.
- Explain differences between poems, dramas, and prose.
- Describe how poems, dramas, and prose are arranged.
- Use appropriate terms when writing or speaking.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.3.5	**RL.4.5**	RL.5.5
	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..	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 text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Grade 4

Reading: Literature

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.

To address this standard, students *could*:

- Understand what impacts the creation of a point of view.
- Identify if a character or narrator is telling the story and explain how they know.
- Identify their own point of view.
- Compare and contrast the same story told from different perspectives.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RL.3.6	**RL.4.6**	RL.5.6
	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Describe how a narrator's or speaker's point of view influences how events are described.

Grade 4

Reading: Literature

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.

To address this standard, students *could*:

- Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text.
- Explain or describe similarities and differences between print and non-print versions of text.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.3.7	**RL.4.7**	RL.5.7
	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).	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.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Grade 4

Reading: Literature

RL.4.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 4

Reading: Literature

RL.4.9	Compare and contrast the treatment 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.

To address this standard, students *could*:

- Define theme as the central message of a literary text.
- Define topic as the subject of a literary text.
- Define culture as the ideas, beliefs, and values shared by a group of people.
- Compare and contrast stories with similar topics, themes, and patterns of events from different cultures.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RL.3.9	**RL.4.9**	RL.5.9
Progression of Standard Across Grades	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).	Compare and contrast the treatment 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.	Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories, etc.) on their approaches to similar themes and topics.

Grade 4

Reading: Literature

RL.4.10	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

To address this standard, students *could*:

- Discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc. Discuss the ways in which their language changes depending on the situation.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RL.3.10	**RL.4.10**	RL.5.10
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English. (Click link above for details.)	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (See details above.)	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (Click link above for details.)

Grade 4

Reading: Literature

RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

To address this standard, students *could*:

- Read a text about a grade-appropriate science topic, and use a range of strategies to determine unknown word meanings.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RL.3.11	**RL.4.11**	RL.5.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 4

Reading: Literature

RL.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
To address this standard, students *could*: • Discuss the reasons why characters in a text may use similes, metaphors, idioms, adages, and proverbs.	
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.3.12	**RL.4.12**	RL.5.12
	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 4

Reading: Literature

RL.4.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.3.13	**RL.4.10**	RL.5.13
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.

Grade 4

Reading: Informational

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.

To address this standard, students *could*:

- Identify examples in the text to support thinking.
- Use text and text features to ask and answer key detail questions.
- Identify the location of the answer in the text (e.g. “according to the text”, “the author stated”).
- Explain how to make an inference.
- Use background knowledge and the text to make an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RI.3.1	**RI.4.1**	RI.5.1
Progression of Standard Across Grades	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 4

Reading: Informational

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
To address this standard, students *could*: • Engage in discussions with peers and adults about how to determine key details in a given text. • Work with peers or independently to determine which key details are important enough to be included in a summary.	
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.3.2	**RI.4.2**	RI.5.2
	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Grade 4

Reading: Informational

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.

To address this standard, students *could*:

- Describe the connection between two individuals (who).
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (what, how, why, when, where).
- Identify and use time, sequence, and cause/effect cue words.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

	RI.3.3	**RI.4.3**	RI.5.3
Progression of Standard Across Grades	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.	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.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Grade 4

Reading: Informational

RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

To address this standard, students *could*:

- Define academic words and phrases.
- Define domain-specific words and phrases.
- Use context clues, reference materials, and text features to determine meaning of words and phrases.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.3.4	**RI.4.4**	RI.5.4
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Grade 4

Reading: Informational

RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

To address this standard, students *could*:

- Understand the purposes of text features and use them appropriately.
- Identify the text structure of informational text.
- Evaluate how the text structure connect the events, ideas, concepts, or information in a text.
- Determine why the author chose a specific text structure.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.3.5	**RI.4.5**	RI.5.5
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Grade 4

Reading: Informational

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.

To address this standard, students *could*:

- Read and discuss differences between a textbook's explanation of Kansas in the 1930's and a diary entry from the 1930's written by a Kansas resident.
- Explain how the point of view (first or second hand) affects the perspective of the event or topic.
- Explain why an author could have written a text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.3.6	**RI.4.6**	RI.5.6
	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Grade 4

Reading: Informational

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 appears.

To address this standard, students *could*:

- Explain the purpose of graphic features.
- Interpret information from the graphic feature.
- Synthesize information gained from visual text features, information from written text, and information presented orally to aid in understanding.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.3.7	**RI.4.7**	RI.5.7
	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).	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 appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Grade 4

Reading: Informational

RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.

To address this standard, students *could*:

- Identify reason and evidence to support a point in a text.
- Use relevant justifications.
- Explain how author's justifications support their point.
- Evaluate if the reasons and evidence given supports the author's point in the text.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

	RI.3.8	**RI.4.8**	RI.5.8
Progression of Standard Across Grades	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Grade 4

Reading: Informational

RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

To address this standard, students *could*:

- Understand information from two texts can be combined to gain a deeper understanding of a topic.
- Categorize key details from two texts.
- Compare and contrast texts in order to combine information.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.3.9	**RI.4.9**	RI.5.9
	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 4

Reading: Informational

RI.4.10	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

To address this standard, students *could*:

- Read an informational text, and prepare a paragraph to share with different audiences that would require different kinds of language – a peer, a parent, a young child, a community member, a professor in the field being written about, etc.
- Compare and contrast conventions of a native language with formal, standard English.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RI.3.10	**RI.4.10**	RI.5.10
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.

Grade 4

Reading: Informational

RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

To address this standard, students *could*:

- Explain to a peer or adult the process or processes they used to determine a word's meaning.
- Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.3.11	**RI.4.11**	RI.5.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 3 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 4

Reading: Informational

RI.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
To address this standard, students *could*: • Explain the literal and contextual meaning of an idiom, adage, or proverb found in a grade-level text.	
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.3.12	**RI.4.12**	RI.5.12
	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 4

Reading: Informational

RI.4.13	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 4.

To address this standard, students *could*:

Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.3.13	**RI.4.13**	RI.5.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

Grade 5

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.5.1	W.5.2	W.5.3
Production and Distribution of Writing	W.5.4	W.5.5	W.5.6
Research to Build and Present Knowledge	W.5.7	W.5.8	W.5.9
Language in Writing	W.5.10	W.5.11	
Range of Writing	W.5.12		

Speaking and Listening

Comprehension and Collaboration	SL.5.1	SL.5.2	SL.5.3
Presentation of Knowledge and Ideas	SL.5.4	SL.5.5	SL.5.6
Language in Speaking and Listening	SL.5.7	SL.5.8	

Reading: Foundational

Print Concepts	RF.5.1
Phonological Awareness	RF.5.2
Phonics and Word Recognition	RF.5.3
Fluency	RF.5.4

Reading: Literature

Key Ideas and Details	RL.5.1	RL.5.2	RL.5.3
Craft and Structure	RL.5.4	RL.5.5	RL.5.6
Integration of Knowledge and Ideas	RL.5.7	RL.5.8	RL.5.9
Language in Reading: Literature	RL.5.10	RL.5.11	RL.5.12
Range of Reading and Level of Text	RL.5.13		

Reading: Informational

Key Ideas and Details	RI.5.1	RI.5.2	RI.5.3
Craft and Structure	RI.5.4	RI.5.5	RI.5.6
Integration of Knowledge and Ideas	RI.5.7	RI.5.8	RI.5.9
Language in Reading: Informational	RI.5.10	RI.5.11	RI.5.12
Range of Reading and Level of Text	RI.5.13		

Grade 5
Writing

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Know the difference between fact and opinion.
- b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- e. Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 *With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 *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 two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Language in Writing

W.5.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect verb tenses (e.g., I had walked, I have walked)
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.
- f. Use correlative conjunctions. (e.g., either/or)

W.5.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting reference materials as needed.

Range of Writing

W.5.12 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.

Grade 5
Speaking and Listening

Comprehension and Collaboration

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language in Speaking and Listening

SL.5.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.

- SL.5.7.a Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
- SL.5.7.b Form and use the perfect verb tenses (e.g., I had walked, I have walked)
- SL.5.7.c Use verb tense to convey various times, sequences, states, and conditions.
- SL.5.7.d Recognize and correct inappropriate shifts in verb tense.
- SL.5.7.e Use correlative conjunctions. (e.g., either/or)

SL.5.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 5

Reading: Foundational

Print Concepts

RF.5.1 Not applicable to grade 5.

Phonological Awareness

RF.5.2 Not applicable to grade 5.

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.5.4a Read on-level text with purpose and understanding.
- RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5

Reading: Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fit~~s~~ together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8 Not applicable for literature

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Language in Reading: Literature

RL.5.10 Use knowledge of language and its conventions when reading.

- RL.5.10.a Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

RL.5.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.

- RL.5.11.a Use context as a clue to the meaning of a word or phrase.
- RL.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- RL.5.11.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.5.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RL.5.12.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- RL.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Level of Text

RL.5.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.

Grade 5
Reading: Informational

Key Ideas and Details

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Language in Reading: Informational

RI.5.10 Use knowledge of language and its conventions when reading.

RI.5.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.

- RI.5.11.a Use context as a clue to the meaning of a word or phrase.
- RI.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- RI.5.11.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.5.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RI.5.12.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- RI.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

Range of Reading and Level of Text

RI.5.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

Grade 5

Writing

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). e. Provide a concluding statement or section related to the opinion presented.

To address this standard, students *could*:

- Research a community issue, and write a letter to the editor in which an opinion and reasons to support that opinion are shared.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.4.1	**W.5.1**	W.6.1
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Grade 5

Writing

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

To address this standard, students *could*:

- Write a piece explaining to peers how to do something that they may not know how to do.
- Compose an explanatory paper, diagram, or video explaining to a student in another country how to be a student in their school.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

	W.4.2	**W.5.2**	W.6.2
Progression of Standard Across Grades	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Grade 5

Writing

W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
To address this standard, students *could*: • Use writing or drawing to tell a sequential story.	
Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.4.3	**W.5.3**	W.6.3
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Grade 5

Writing

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

To address this standard, students *could*:

- Use a writing process to develop a brochure about a constellation to provide information to peers and adults about its makeup, its story, and other important details.
- Prepare a letter from a person living during the American Revolution, explaining to a family member his or her position on the war and the reasons for that position.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

Progression of Standard Across Grades	W.4.4	**W.5.4**	W.6.4
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Grade 5
Writing

W.5.5	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

To address this standard, students *could*:

- Use a writing process to compose a piece of writing, then use a 6-trait rubric to evaluate their own writing, and revise it to be more effective.
- Analyze models of writing, and compare their work to the models in order to know how to proceed with a piece of writing and make it more effective.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.4.5	**W.5.5**	W.6.5
	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade 5
Writing

W.5.6	*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 two pages in a single sitting.

To address this standard, students *could*:

- Use digital tools to brainstorm ideas for writing and share them with peers.
- Collaborate with peers to produce a class blog to update parents or others outside the classroom on key learnings and happenings.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

	W.4.6	**W.5.6**	W.6.6
Progression of Standard Across Grades	*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 sitting.	*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 two pages in a single sitting.	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 three pages in a single sitting.

Grade 5
Writing

W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

To address this standard, students *could*:

- Engage in a science experiment to determine properties of matter, read a grade-level article about properties of matter, and use information they find to develop a digital presentation in which key learnings are documented in writing.
- Identify a meaningful issue in the school or community, and interview a group of individuals about their thoughts on the issue. Use information learned to develop a piece of writing or digital presentation showing key learnings.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.4.7	**W.5.7**	W.6.7
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Grade 5
Writing

W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

To address this standard, students *could*:

- Engage in a scavenger hunt in order to locate a resource or resources that might contain an answer to a teacher-provided question.
- Use an evidence-based strategy to summarize or paraphrase a teacher-provided print resource.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.4.8	**W.5.8**	W.6.8
	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.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Grade 5

Writing

W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

To address this standard, students *could*:

- Compose an informational text in which they explain one of Earth's systems, and use evidence from another text to inform their writing.

Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

	W.4.9	**W.5.9**	W.6.9
Progression of Standard Across Grades	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 5

Writing

W.5.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect verb tenses (e.g., I had walked, I have walked) d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions. (e.g., either/or)

To address this standard, students *could*:

- Create a piece of writing explaining an event that happened last week, an event that is happening currently, and an event that will happen in the future. Engage in peer reviews and discussions to determine whether appropriate verbs were used in each explanation and why the verbs were or were not appropriate, given the context.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

	W.4.10	**W.5.10**	W.6.10
Progression of Standard Across Grades	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 5

Writing

W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.

To address this standard, students *could*:

- Compose a book review that uses the title of the book and a favorite quotation to share with peers and others in the school community.
- Review a hand-written letter and consult digital or print reference materials to check spelling on difficult words.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

	W.4.11	**W.5.11**	W.6.11
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 5

Writing

W.5.12	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.

To address this standard, students *could*:

- Participate in a shared writing with a “pen pal” from another school, community, or country over several months.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

	W.4.12	**W.5.12**	W.6.12
Progression of Standard Across Grades	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.	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.	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.

Grade 5

Speaking and Listening

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

To address this standard, students *could*:

- Engage in a Socratic discussion with peers about a recent article from kids' news or science magazine.
- Use phrases like, "To add to her comment, I think the author also…" to introduce a personal opinion.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.4.1	**SL.5.1**	SL.6.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (Click link above for details.)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.)

Grade 5

Speaking and Listening

SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

To address this standard, students *could*:

- Distinguish between paraphrasing and summarizing.
- Paraphrase information presented orally and/or in diverse formats.
- Summarize information presented orally and/or in diverse formats.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.4.2	**SL.5.2**	SL.6.2
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 5

Speaking and Listening

SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

To address this standard, students *could*:

- Provide support for a claim from the reasons and evidence.
- Analyze speaker's support.
- Summarize what is heard using reasons and evidence.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.4.3	**SL.5.3**	SL.6.3
	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 5

Speaking and Listening

SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

To address this standard, students *could*:

- Recount a story using appropriate volume, enunciation, and rate.
- Recount an experience using appropriate volume, enunciation, and rate.
- Report on a topic using appropriate volume, enunciation, and rate.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

	SL.4.4	**SL.5.4**	SL.6.4
Progression of Standard Across Grades	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.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 5

Speaking and Listening

SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

To address this standard, students *could*:

- Produce visual and/or audio depictions information described with detail.
- Produce multimedia presentations with visual and/or audio components to enhance the main idea or theme.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.4.5	**SL.5.5**	SL.6.5
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade 5

Speaking and Listening

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

To address this standard, students *could*:

- Role play conversations in which the speakers are talking in different settings, and discuss the ways in which speech, body language, and words change when a context changes.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.4.6	**SL.5.6**	SL.6.6
	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.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 5

Speaking and Listening

SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. (e.g., either/or)

To address this standard, students *could*:

- Compose a piece of writing about an experience from the past, then work with peers and adults to review verb tenses used for accuracy.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.4.7	**SL.5.7**	SL.6.7
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 5

Speaking and Listening

SL.5.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
To address this standard, students *could*: • Create a lab report for a science lesson, in which domain-specific words are used accurately to describe and explain.	
Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.4.8	**SL.5.8**	SL.6.8
	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.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 5

Reading: Foundational

Print Concepts			
RF.5.1	Not applicable to grade 5.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 5

Reading: Foundational

Phonological Awareness			
RF.5.2	Not applicable to grade 5.		
To address this standard, students *could*:			
Progression of Standard Across Grades			

Grade 5

Reading: Foundational

Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

To address this standard, students *could*:

- Use a range of strategies to decode multisyllabic words in unfamiliar, engaging texts, and check understanding of texts by conversing with peers and adults.

	RF.4.3	**RF.5.3**	RF.6.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Not applicable

Grade 5

Reading: Foundational

Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To address this standard, students *could*:

- Practice and perform a poem for peers or adults, and engage in a self-evaluation of their performance.

Progression of Standard Across Grades	RF.4.4	**RF.5.4**	RF.6.4
	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Not applicable

Grade 5

Reading: Literature

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

To address this standard, students *could*:

- Identify the location of the answer in the text (e.g., “according to the text”, “the author states”).
- Explain what it means to make an inference.
- Use background knowledge and the text to make an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.4.1	**RL.5.1**	RL.6.1
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 5
Reading: Literature

RL.5.2	Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

To address this standard, students *could*:

- Explain how to determine the theme of a text.
- Identify and explain details related to: characters, setting, conflict, rising action, climax, falling action, resolution.
- Identify speaker's point of view in a poem.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.4.2	**RL.5.2**	RL.6.2
	Determine the theme of a story, drama, or poem from details in the text; summarize the text.	Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Grade 5

Reading: Literature

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

To address this standard, students *could*:

- Explain how characters respond to major events, challenges, and other characters using specific details in the text.
- Explain how characters' actions contribute to the sequence of events; refer to specific details in the text.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.4.3	**RL.5.3**	RL.6.3
	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).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 5
Reading: Literature

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

To address this standard, students *could*:

- Describe how word choice affects the meaning of a text.
- Explain how figurative language contributes to the meaning of a text.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.4.4	**RL.5.4**	RL.6.4
Progression of Standard Across Grades	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).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 5

Reading: Literature

RL.5.5	Explain how a series of chapters, scenes, or stanzas fit~~s~~ together to provide the overall structure of a particular story, drama, or poem.

To address this standard, students *could*:

- Define structural elements of stories, dramas, and poems.
- Explain how structural elements within stories, dramas, or poems are connected and how that relationship contributes to meaning.
- Use domain-specific vocabulary (chapter, scene, stanza), appropriate to the purpose, when writing or speaking.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

	RL.4.5	**RL.5.5**	RL.6.5
Progression of Standard Across Grades	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 text.	Explain how a series of chapters, scenes, or stanzas fit~~s~~ together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Grade 5

Reading: Literature

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

To address this standard, students *could*:

- Understand what impacts the creation of a point of view.
- Identify who is telling the story, the narrator or character and explain how this was determined.
- Understand how a speaker’s viewpoint influences the telling of a story.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

	RL.4.6	**RL.5.6**	RL.6.6
Progression of Standard Across Grades	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.

Grade 5

Reading: Literature

RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

To address this standard, students *could*:

- Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text
- Explain how specific aspects of visuals and multimedia elements contribute to meaning and what is conveyed through words.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

	RL.4.7	**RL.5.7**	RL.6.7
Progression of Standard Across Grades	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.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Grade 5

Reading: Literature

RL.5.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 5

Reading: Literature

RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

To address this standard, students *could*:

- Identify the theme or topic in a story or stories.
- Compare and contrast stories having similar themes/topics.
- Compare and contrast stories in the same genre having similar themes/topics noting how the author approached the theme/topic.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.4.9	**RL.5.9**	RL.6.9
	Compare and contrast the treatment 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.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 5

Reading: Literature

RL.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

To address this standard, students *could*:

- Create a chart to compare words used in dialect with words used in standard formal English.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RL.4.10	**RL.5.10**	RL.6.10
	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (Click link above for details.)	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (See details above.)	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

Grade 5

Reading: Literature

RL.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

To address this standard, students *could*:

- Select and read an engaging literary text, and discuss with peers any words they have difficulty with, and use a range of strategies to figure out the meanings of these words.
- Participate in a word learning activity in which they locate a difficult word from their reading, look it up, and then practice using it in context in conversation with peers.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RL.4.11	**RL.5.11**	RL.6.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 5

Reading: Literature

RL.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

To address this standard, students *could*:

- Explain to a peer the meaning of a difficult or previously-unknown word using synonyms and antonyms to help build the peer's understanding of the word.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.4.12	**RL.5.12**	RL.6.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 5

Reading: Literature

RL.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.4.13	**RL.5.13**	RL.6.13
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.

Grade 5

Reading: Informational

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

To address this standard, students *could*:

- Identify the location in the text that supports the answer to a question or the specific location from the text that was used when offering an explanation (e.g., “according to the text”, “the author stated”).
- Use background knowledge and the text to make an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.4.1	**RI.5.1**	RI.6.1
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 5

Reading: Informational

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
To address this standard, students *could*: • Define the concept of main idea and explain how key details develop main ideas. • Identify explicitly stated and/or inferred main ideas of a text. • Summarize a text using key details that support the main idea(s).	
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.4.2	**RI.5.2**	RI.6.2
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Grade 5

Reading: Informational

RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

To address this standard, students *could*:

- Understand the differences and structures associated with historical, scientific, and technical texts.
- Identify key ideas and details that explain connections found in the text.
- Describe and explain the connection between two or more individuals in text.
- Describe and explain the connection between a series of events, ideas or concepts in a text.
- Identify and use time, sequence, and cause/effect cue words when explaining connected relationships.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

	RI.4.3	**RI.5.3**	RI.6.3
Progression of Standard Across Grades	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.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Grade 5

Reading: Informational

RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
To address this standard, students *could*: • Define academic words and phrases (e.g., consequently, as a result of). • Use context clues, text features, reference materials, and technology to determine meaning of words and phrases.	
Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.4.4	**RI.5.4**	RI.6.4
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Grade 5

Reading: Informational

RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.

To address this standard, students *could*:

- Compare and contrast structures across multiple informational texts.
- Use an understanding of text structures to build meaning from information related to events, ideas, and concepts.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.4.5	**RI.5.5**	RI.6.5
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Grade 5

Reading: Informational

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

To address this standard, students *could*:

- Explain why an author wrote a text.
- Understand what impacts the creation of a point of view.
- Compare and contrast the same event or topic told from different perspectives.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.4.6	**RI.5.6**	RI.6.6
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Grade 5

Reading: Informational

RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

To address this standard, students *could*:

- Use text features thoughtfully to locate information or to solve a problem.
- Recognize the sources which contain information related to proposed questions/problems.
- Utilize/integrate information across multiple sources and multiple formats to answer questions or to solve a problem.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

	RI.4.7	**RI.5.7**	RI.6.7
Progression of Standard Across Grades	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 appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Grade 5

Reading: Informational

RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

To address this standard, students *could*:

- Identify reasons and evidence an author uses to strengthen an argument or idea in a text.
- Follow/Explain how an author's reasoning and evidence (justifications) support points.
- Match justifications to the point(s) they support.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

	RI.4.8	**RI.5.8**	RI.6.8
Progression of Standard Across Grades	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 5

Reading: Informational

RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

To address this standard, students *could*:

- Identify/recognize topical information across texts.
- Use language effectively to integrate topical information across texts.
- Compare and contrast texts in order to combine information.
- Combine information from several texts, in a coherent manner, when writing or speaking about a topic.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RI.4.9	**RI.5.9**	RI.6.9
Progression of Standard Across Grades	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 5

Reading: Informational

RI.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.

To address this standard, students *could*:

- Compare and contrast the language and conventions used in an instruction manual with the language and conventions used in a piece of informational text.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.4.10	**RI.5.10**	RI.6.10
	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.

Grade 5

Reading: Informational

RI.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
To address this standard, students *could*: • Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.	
Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.4.11	**RI.5.11**	RI.6.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 5

Reading: Informational

RI.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
To address this standard, students *could*: • Make an educated guess about the meaning of an adage or proverb found in a primary source document.	
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.4.12	**RI.5.12**	RI.6.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 5

Reading: Informational

RI.5.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.4.13	**RI.5.13**	RI.6.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

Grade 6

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.6.1	W.6.2	W.6.3
Production and Distribution of Writing	W.6.4	W.6.5	W.6.6
Research to Build and Present Knowledge	W.6.7	W.6.8	W.6.9
Language in Writing	W.6.10	W.6.11	
Range of Writing	W.6.12		

Speaking and Listening

Comprehension and Collaboration	SL.6.1	SL.6.2	SL.6.3
Presentation of Knowledge and Ideas	SL.6.4	SL.6.5	SL.6.6
Language in Speaking and Listening	SL.6.7	SL.6.8	

Reading: Literature

Key Ideas and Details	RL.6.1	RL.6.2	RL.6.3
Craft and Structure	RL.6.4	RL.6.5	RL.6.6
Integration of Knowledge and Ideas	RL.6.7	RL.6.8	RL.6.9
Language in Reading: Literature	RL.6.10	RL.6.11	RL.6.12
Range of Reading and Level of Text	RL.6.13		

Reading: Informational

Key Ideas and Details	RI.6.1	RI.6.2	RI.6.3
Craft and Structure	RI.6.4	RI.6.5	RI.6.6
Integration of Knowledge and Ideas	RI.6.7	RI.6.8	RI.6.9
Language in Reading: Informational	RI.6.10	RI.6.11	RI.6.12
Range of Reading and Level of Text	RI.6.13		

Grade 6
Writing

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 *With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 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 three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language in Writing

W.6.10 Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- c. Use intensive pronouns (e.g., myself, ourselves).
- d. Recognize and correct inappropriate shifts in pronoun number and person.
- e. Recognize and correct vague pronouns.
- f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in
- g. conventional language.
- h. Maintain consistency in style and tone.

W.6.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

Range of Writing

W.6.12 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.

Grade 6
Speaking and Listening

Comprehension and Collaboration

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

SL.6.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.

- SL.6.7.a Vary sentence patterns for meaning, reader/listener interest, and style.
- SL.6.7.b Use intensive pronouns (e.g., myself, ourselves).
- SL.6.7.c Recognize and correct inappropriate shifts in pronoun number and person.
- SL.6.7.d Recognize and correct vague pronouns.
- SL.6.7.e Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.
- SL.6.7.f Maintain consistency in style and tone.

SL.6.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6

Reading: Literature

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8 Not relevant to literature

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Language in Reading: Literature

RL.6.10 Use knowledge of language and its conventions when reading to improve comprehension.

RL.6.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.

- RL.6.11.a Use context as a clue to the meaning of a word or phrase.
- RL.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RL.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RL.6.11.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

RL.6.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.6.12.a Interpret figures of speech in context.
- RL.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- RL.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RL.6.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.

Grade 6
Reading: Informational

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Language in Reading: Informational

RI.6.10 Use knowledge of language and its conventions when reading to improve comprehension.

RI.6.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.

- RI.6.11.a Use context as a clue to the meaning of a word or phrase.
- RI.6.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RI.6.11.c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RI.6.11.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

RI.6.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.6.12.a Interpret figures of speech in context.
- RI.6.12.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- RI.6.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RI.6.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.

Grade 6
Writing

W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

To address this standard, students *could*:

- Choose a side of an argument and identify relevant evidence to support their claims.
- Identify a credible source and use relevant textual evidence to support their claims.
- Maintain a formal style of writing, including a conclusion statement that supports their claims.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.5.1	**W.6.1**	W.7.1
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Click link above for details.)	Write arguments to support claims with clear reasons and relevant evidence. (See details above.)	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)

Grade 6
Writing

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

To address this standard, students *could*:

- Introduce and develop a topic using common organizational structures.
- Analyze and organize information to support examination of a topic.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.5.2	**W.6.2**	W.7.2
	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Grade 6
Writing

W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

To address this standard, students *could*:

- Use narrative techniques to develop the progression of events in a story.
- Organize a narrative using appropriate transitional language.
- Include a conclusion that provides a sense of closure for readers.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.5.3	**W.6.3**	W.7.3
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Grade 6
Writing

W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

To address this standard, students *could*:

- Identify the writing style that best fits their task, purpose, and audience.
- Compose a clear, logical piece of writing to demonstrate understanding of a topic.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

	W.5.4	**W.6.4**	W.7.4
Progression of Standard Across Grades	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 6
Writing

W.6.5	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

To address this standard, students *could*:

- Utilize the 6 Trait Writing Process to compose and refine a piece of writing.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

	W.5.5	**W.6.5**	W.7.5
Progression of Standard Across Grades	*With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grade 6
Writing

W.6.6	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 three pages in a single sitting.

To address this standard, students *could*:

- Independently determine the proper technology tool(s) to successfully produce and publish writing.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.5.6	**W.6.6**	W.7.6
	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 two pages in a single sitting.	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 three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Grade 6
Writing

W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

To address this standard, students *could*:

- Conduct research from multiple sources.
- Participate in shared writing.
- Work collaboratively with peers.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.5.7	**W.6.7**	W.7.7
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Grade 6
Writing

W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

To address this standard, students *could*:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Create a basic bibliography for works cited page to credit sources.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

Progression of Standard Across Grades	W.5.8	**W.6.8**	W.7.8
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 6
Writing

W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

To address this standard, students *could*:

- Determine the best textual evidence to support an assertion.

Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

Progression of Standard Across Grades	W.5.9	**W.6.9**	W.7.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 6
Writing

W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns (e.g., myself, ourselves). d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize and correct vague pronouns. f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. g. Maintain consistency in style and tone.

To address this standard, students *could*:

- Identify and describe the tone in a piece of their own writing, and work to strengthen or change it to fit a specific purpose.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.5.10	**W.6.10**	W.7.10
	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 6
Writing

W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.

To address this standard, students *could*:

- Identify within their own writing an appropriate and effective use of the dash, and work to insert it in ways that will impact meaning.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Progression of Standard Across Grades	W.5.11	**W.6.11**	W.7.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 6
Writing

W.6.12	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.

To address this standard, students *could*:

- Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

	W.5.12	**W.6.12**	W.7.12
Progression of Standard Across Grades	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.	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.	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.

Grade 6
Speaking and Listening

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

To address this standard, students *could*:

- Define the rules and roles necessary for academic discourse.
- Participate in an academic conversation by posing and responding to relevant questions.
- Prepare and review key ideas presented and build on the ideas of others.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.5.1	**SL.6.1**	SL.7.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grade 6
Speaking and Listening

SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

To address this standard, students *could*:

- Analyze information presented in multimedia sources and explain how it adds meaning to a topic, text, or issue.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.5.2	**SL.6.2**	SL.7.2
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Grade 6
Speaking and Listening

SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

To address this standard, students *could*:

- Identify the argument presented by a speaker.
- Differentiate between claims that are supported by opinion versus those supported by fact.
- Evaluate an argument using evidence provided by a speaker.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.5.3	**SL.6.3**	SL.7.3
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Grade 6
Speaking and Listening

SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

To address this standard, students *could*:

- Identify a logical sequence for presenting claims and findings.
- Support ideas using relevant evidence.
- Incorporate common public speaking norms.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.5.4	**SL.6.4**	SL.7.4
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 6
Speaking and Listening

SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

To address this standard, students *could*:

- Incorporate relevant forms of media and/or graphics to clarify information.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.5.5	**SL.6.5**	SL.7.5
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade 6
Speaking and Listening

SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

To address this standard, students *could*:

- Use grade-level appropriate academic language versus informal language when presenting.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.5.6	**SL.6.6**	SL.7.6
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6
Speaking and Listening

SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns. e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.

To address this standard, students *could*:

- Participate in a self-evaluation of a presentation in which they critique themselves on their style, tone, and ways they might improve the presentation.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.5.7	**SL.6.7**	SL.7.7
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 6
Speaking and Listening

SL.6.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To address this standard, students *could*:

- Engage in a discussion with a person or group about a presentation or display they created to explain a plan for improving their community, in which they use language specific to the project and assist listeners in developing an understanding of their work.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.5.8	**SL.6.8**	SL.7.8
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6
Reading: Literature

RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Refer to a text to support their ideas and assumptions when writing or speaking.
- Explain the definition of textual evidence and use textual evidence to support conclusions.
- Explain the definition of an inference and the process of making an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.5.1	**RL.6.1**	RL.7.1
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 6
Reading: Literature

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

To address this standard, students *could*:

- Recognize the structure of a summary and construct an independent summary using details from the text.
- Analyze how details from a text impact the theme.
- Analyze how details from a text impact the central idea.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.5.2	**RL.6.2**	RL.7.2
	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Grade 6
Reading: Literature

RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

To address this standard, students *could*:

- Understand the progression of events in a story.
- Analyze the impact of plot events on character development and motivation.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.5.3	**RL.6.3**	RL.7.3
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 6
Reading: Literature

RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand the difference between mood and tone.
- Analyze how word choice impacts the meaning and/or tone of the text.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.5.4	**RL.6.4**	RL.7.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Grade 6
Reading: Literature

RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

To address this standard, students *could*:

- Analyze how segments of a text contribute to the structure of the text.
- Interpret the manner in which independent segments of a text contribute to the overall meaning.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.5.5	**RL.6.5**	RL.7.5
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

Grade 6
Reading: Literature

RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

To address this standard, students *could*:

- Understand different literary points of view.
- Explain how point of view is developed within the text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RL.5.6	**RL.6.6**	RL.7.6
	Describe how a narrator's or speaker's point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Grade 6
Reading: Literature

RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

To address this standard, students *could*:

- Explain the similarities between a written text and its multimedia interpretation.
- Explain the differences between a written text and its multimedia interpretation.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.5.7	**RL.6.7**	RL.7.7
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Grade 6
Reading: Literature

RL.6.8	(Not applicable to Literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 6
Reading: Literature

RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

To address this standard, students *could*:

- Recognize how similar themes or topics are presented within different genres.
- Analyze how similar themes or topics are presented across different genres.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RL.5.9	**RL.6.9**	RL.7.9
Progression of Standard Across Grades	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Grade 6
Reading: Literature

RL.6.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

To address this standard, students *could*:

- Discuss character dialogue in a text they are reading, and the ways in which the dialogue, speaking style, and style of interaction reveals important qualities about the characters.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RL.5.10	**RL.6.10**	RL.7.10
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

Grade 6
Reading: Literature

RL.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

To address this standard, students *could*:

- Participate in a discussion with peers about "words I didn't know before I read this book," in which they share several words they learned from a text they recently read, and the meanings of those words.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RL.5.11	**RL.6.11**	RL.7.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 6
Reading: Literature

RL.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Participate in a Socratic seminar with peers, in which they closely read poem and discuss the language used, particular word connotations, and the meaning of the work as a whole.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.5.12	**RL.6.12**	RL.7.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 6
Reading: Literature

RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.5.13	**RL.6.13**	RL.7.13
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

Grade 6
Reading: Informational

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Refer to a text to support their ideas and assumptions when writing or speaking.
- Explain the definition of textual evidence and use textual evidence to support conclusions.
- Explain the definition of inference and the process of making an inference.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.5.1	**RI.6.1**	RI.7.1
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 6
Reading: Informational

RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

To address this standard, students *could*:

- Recognize the structure of a summary and construct an independent summary using details from the text.
- Analyze how details from a text impact the central idea.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.5.2	**RI.6.2**	RI.7.2
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Grade 6
Reading: Informational

RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

To address this standard, students *could*:

- Use close reading skills to identify key individuals, events, or ideas in informational text.
- Explain how these elements are used in an informational text.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.5.3	**RI.6.3**	RI.7.3
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grade 6
Reading: Informational

RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Identify figurative, connotative, and technical words and phrases.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.5.4	**RI.6.4**	RI.7.4
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 6
Reading: Informational

RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

To address this standard, students *could*:

- Explain how segments of a text contribute to the overall structure.
- Interpret how sections of a text contribute to its overall meaning.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.5.5	**RI.6.5**	RI.7.5
	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas**.**	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Grade 6
Reading: Informational

RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

To address this standard, students *could*:

- Identify the author's point of view.
- Explain how point of view is developed within the text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.5.6	**RI.6.6**	RI.7.6
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Grade 6
Reading: Informational

RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

To address this standard, students *could*:

- Build understanding of a topic or issue by incorporating information from diverse media formats.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.5.7	**RI.6.7**	RI.7.7
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Grade 6
Reading: Informational

RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

To address this standard, students *could*:

- Distinguish between supported and unsupported claims.
- Trace an argument and specific claims in a text.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.5.8	**RI.6.8**	RI.7.8
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 6
Reading: Informational

RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

To address this standard, students *could*:

- Identify the similarities and differences of the same event depicted by different authors.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.5.9	**RI.6.9**	RI.7.9
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Grade 6
Reading: Informational

RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension.
To address this standard, students *could*: • Participate in independent reading of a self-selected text, and share their learning from that text with peers or adults.	
Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.5.10	**RI.6.10**	RI.7.10
	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension.

Grade 6
Reading: Informational

RI.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

To address this standard, students *could*:

- Work with peers to determine meanings and pronunciations of unknown words in a text about an ancient world civilization.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RI.5.11	**RI.6.11**	RI.7.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 6
Reading: Informational

RI.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Read about the author of a favorite book, making note of and interpreting descriptions of the author that include figures of speech or words that bear a particular connotative meaning.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.5.12	**RI.6.12**	RI.7.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 6
Reading: Informational

RI.6.13	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 6.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.5.13	**RI.6.13**	RI.7.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.

Grade 7

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.7.1	W.7.2	W.7.3
Production and Distribution of Writing	W.7.4	W.7.5	W.7.6
Research to Build and Present Knowledge	W.7.7	W.7.8	W.7.9
Language in Writing	W.7.10	W.7.11	
Range of Writing	W.7.12		

Speaking and Listening

Comprehension and Collaboration	SL.7.1	SL.7.2	SL.7.3
Presentation of Knowledge and Ideas	SL.7.4	SL.7.5	SL.7.6
Language in Speaking and Listening	SL.7.7	SL.7.8	

Reading: Literature

Key Ideas and Details	RL.7.1	RL.7.2	RL.7.3
Craft and Structure	RL.7.4	RL.7.5	RL.7.6
Integration of Knowledge and Ideas	RL.7.7	RL.7.8	RL.7.9
Language in Reading: Literature	RL.7.10	RL.7.11	RL.7.12
Range of Reading and Level of Text	RL.7.13		

Reading: Informational

Key Ideas and Details	RI.7.1	RI.7.2	RI.7.3
Craft and Structure	RI.7.4	RI.7.5	RI.7.6
Integration of Knowledge and Ideas	RI.7.7	RI.7.8	RI.7.9
Language in Reading: Informational	RI.7.10	RI.7.11	RI.7.12
Range of Reading and Level of Text	RI.7.13		

Grade 7
Writing

Text Types and Purposes

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 *With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language in Writing

W.7.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- b. Explain the function of phrases and clauses in general and their function in specific sentences.
- c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

W.7.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a comma to separate coordinate adjectives.
- b. Spell correctly.

Range of Writing

W.7.10 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 discipline-specific tasks, purposes, and audiences.

Grade 7
Speaking and Listening

Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

SL.7.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.

- SL.7.7.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- SL.7.7.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- SL.7.7.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

SL.7.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7
Reading: Literature

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 Analyze how a drama's or poem's form or structure contributes to its meaning.

RL.7.6 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8 Not applicable for literature

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Language in Reading: Literature

RL.7.10 Use knowledge of language and its conventions when reading to aid comprehension.

RL.7.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.

- RL.7.11.a Use context as a clue to the meaning of a word or phrase.
- RL.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RL.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RL.7.11.d Verify the preliminary determination of the meaning of a word or phrase.

RL.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.7.12.a Interpret figures of speech in context.
- RL.7.12.b Use the relationship between particular words to better understand each of the words.
- RL.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RL.7.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

Grade 7
Reading: Informational

Key Ideas and Details

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Language in Reading: Informational

RI.7.10 Use knowledge of language and its conventions when reading to aid comprehension.

RI.7.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.

- RI.7.11.a Use context as a clue to the meaning of a word or phrase.
- RI.7.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- RI.7.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RI.7.11.d Verify the preliminary determination of the meaning of a word or phrase.

RI.7.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.7.12.a Interpret figures of speech in context.
- RI.7.12.b Use the relationship between particular words to better understand each of the words.
- RI.7.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RI.7.13 Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 7.

Grade 7
Writing

W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

To address this standard, students *could*:

- Defend an argument using relevant evidence to support their claim.
- Use relevant and credible textual evidence to support their claim.
- Acknowledge opposing viewpoints.
- Maintain a formal style of writing, including a conclusion statement that supports their claim.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.6.1	**W.7.1**	W.8.1
	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)	Write arguments to support claims with clear reasons and relevant evidence. (See details above.)	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)

Grade 7
Writing

W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

To address this standard, students *could*:

- Introduce and develop a topic using common organizational structures.
- Determine the most effective organizational structure to present information.
- Analyze information to support examination of a topic.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

	W.6.2	**W.7.2**	W.8.2
Progression of Standard Across Grades	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See details above.)	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)

Grade 7
Writing

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

To address this standard, students *could*:

- Use narrative techniques to develop the progression of events in a story.
- Organize a narrative using appropriate transitional language.
- Include a conclusion that provides a sense of closure for readers.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.6.3	**W.7.3**	W.8.3
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details above.)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)

Grade 7
Writing

W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

To address this standard, students *could*:

- Identify the writing style that best fits a particular task, purpose, and audience.
- Compose a clear, logical piece of writing to demonstrate understanding of a topic.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

Progression of Standard Across Grades	W.6.4	**W.7.4**	W.8.4
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 7
Writing

W.7.5	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

To address this standard, students *could*:

- Use a writing process to compose and refine a piece of writing.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.6.5	**W.7.5**	W.8.5
	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Grade 7
Writing

W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

To address this standard, students *could*:

- Independently determine the proper technology tool(s) to successfully produce and publish writing.
- Create hyperlinks to sources and use technology to cite sources.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.6.6	**W.7.6**	W.8.6
	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 three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 7
Writing

W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

To address this standard, students *could*:

- Focus research around a central question.
- Identify multiple sources of evidence to answer a central question.
- Expand their research by generating additional related questions.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

	W.6.7	**W.7.7**	W.8.7
Progression of Standard Across Grades	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grade 7
Writing

W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

To address this standard, students *could*:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.
- Use search terms effectively.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

	W.6.8	**W.7.8**	W.8.8
Progression of Standard Across Grades	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 7
Writing

W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
To address this standard, students *could*: • Determine the best textual evidence to support an assertion.	
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

Progression of Standard Across Grades	W.6.9	**W.7.9**	W.8.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 7
Writing

W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Explain the function of phrases and clauses in general and their function in specific sentences. c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

To address this standard, students *could*:

- Participate in a writing process in which they review their work with a team of peers, reflect on the effectiveness of their writing, and revise their work to be more accurate and efficient.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.6.10	**W.7.10**	W.8.10
	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 7
Writing

W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.

To address this standard, students *could:*

- Participate in a writing process in which they write about a topic of personal interest or importance, and then review their work with a team of peers to address comma usage and spelling.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Progression of Standard Across Grades	W.6.11	**W.7.11**	W.8.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 7
Writing

W.7.12	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.

To address this standard, students *could*:

- Produce varied types and lengths of writing based on an understanding of the discipline, purpose, and/or task assigned.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

Progression of Standard Across Grades	W.6.12	**W.7.12**	W.8.12
	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.	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.	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.

Grade 7
Speaking and Listening

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

For this standard, successful seventh grade students *could*:

- Participate in a Socratic circle by posing and responding to relevant questions, encouraging elaboration from peers and building on the ideas of others.
- Share a viewpoint during a small group discussion, listen to others' viewpoints, and modify their own views when appropriate.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.6.1	**SL.7.1**	SL.8.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grade 7
Speaking and Listening

SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

To address this standard, students *could*:

- Analyze information presented in multimedia formats and explain how it clarifies a topic, text, or issue.
- Make connections between ideas and topics.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.6.2	**SL.7.2**	SL.8.2
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 7
Speaking and Listening

SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

To address this standard, students *could*:

- Determine the credibility and relevancy of a speaker's argument.
- Determine if a speaker provides sufficient evidence.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.6.3	**SL.7.3**	SL.8.3
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 7
Speaking and Listening

SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

To address this standard, students *could*:

- Determine key points and emphasize them when presenting claims and findings.
- Present information in a logical, organized manner.
- Use common public speaking norms.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.6.4	**SL.7.4**	SL.8.4
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7
Speaking and Listening

SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

To address this standard, students *could*:

- Incorporate relevant forms of media and/or graphics to clarify information and emphasize key points.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.6.5	**SL.7.5**	SL.8.5
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Grade 7
Speaking and Listening

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

To address this standard, students *could*:

- Use grade-level appropriate academic language versus informal language when presenting.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.6.6	**SL.7.6**	SL.8.6
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 7
Speaking and Listening

SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

To address this standard, students *could*:

- Address the class in a speech about an important community issue, in which they use simple, compound, complex, and compound-complex sentences when presenting different perspectives on the issue.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.6.7	**SL.7.7**	SL.8.7
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)

Grade 7
Speaking and Listening

SL.7.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To address this standard, students *could*:

- Participate in a literature circle discussion in which they discuss with peers specific words or phrases in a text that seem to carry a great deal of weight or meaning.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.6.8	**SL.7.8**	SL.8.8
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7
Reading: Literature

RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Refer to a text to support their ideas and assumptions when writing or speaking.
- Synthesize multiple texts and use evidence from multiple texts to support conclusions.
- Make logical inferences using textual evidence.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.6.1	**RL.7.1**	RL.8.1
	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7
Reading: Literature

RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

To address this standard, students *could*:

- Construct an independent summary using details from the text.
- Analyze how a theme develops over the course of a text.
- Analyze how a central idea develops over the course of a text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.6.2	**RL.7.2**	RL.8.2
	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Grade 7
Reading: Literature

RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

To address this standard, students *could*:

- Analyze how one element of a story or drama impacts other elements.
- Analyze how elements of a story or drama interact.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.6.3	**RL.7.3**	RL.8.3
	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Grade 7
Reading: Literature

RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Analyze the impact of figurative language in a piece of the text.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.6.4	**RL.7.4**	RL.8.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 7
Reading: Literature

RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

To address this standard, students *could*:

- Infer why an author chose to structure the text in a specific manner.
- Understand how structural elements of a text contribute to its meaning.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.6.5	**RL.7.5**	RL.8.5
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Grade 7
Reading: Literature

RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

To address this standard, students *could*:

- Explain how point of view is developed within the text.
- Recognize and evaluate multiple points of view within the text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RL.6.6	**RL.7.6**	RL.8.6
	Explain how an author develops the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Grade 7
Reading: Literature

RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

To address this standard, students *could*:

- Explain the similarities between a written text and its multimedia interpretation including an analysis of techniques specific to that medium.
- Explain the differences between a written text and its multimedia interpretation including an analysis of techniques specific to that medium.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.6.7	**RL.7.7**	RL.8.7
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Grade 7
Reading: Literature

RL.7.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 7
Reading: Literature

RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

To address this standard, students *could*:

- Recognize the similarities and differences between a fictional and a factual account of the same time period.
- Explain how history is altered or used within a fictional text.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.6.9	**RL.7.9**	RL.8.9
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 7
Reading: Literature

RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

To address this standard, students *could*:

- Discuss with peers the ways in which a text's sentence breaks and paragraph breaks impact the text's meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RL.6.10	**RL.7.10**	RL.8.10
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

Grade 7
Reading: Literature

RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
To address this standard, students *could*: • Make educated guesses about words in a text based on knowledge of Greek or Latin affixes and roots.	
Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RL.6.11	**RL.7.11**	RL.8.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 7
Reading: Literature

RL.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Participate in a Socratic seminar with peers, in which they closely read an excerpt from novel they are reading and discuss the language used, particular word connotations, and the meaning of the work as a whole.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

	RL.6.12	**RL.7.12**	RL.8.12
Progression of Standard Across Grades	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 7
Reading: Literature

RL.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.6.13	**RL.7.13**	RL.8.13
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8.

Grade 7
Reading: Informational

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Refer to a text to support their ideas and assumptions when writing or speaking.
- Synthesize multiple texts and use evidence from multiple texts to support conclusions.
- Make logical inferences using textual evidence.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RI.6.1	**RI.7.1**	RI.8.1
Progression of Standard Across Grades	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7
Reading: Informational

RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

To address this standard, students *could*:

- Construct an independent summary using details from the text.
- Analyze how central ideas develop over the course of a text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	RI.6.2	**RI.7.2**	RI.8.2
Progression of Standard Across Grades	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grade 7
Reading: Informational

RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

To address this standard, students *could*:

- Analyze how individuals, ideas, and events interact in a text.
- Analyze the effect one person, idea, or event has on another.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.6.3	**RI.7.3**	RI.8.3
	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grade 7
Reading: Informational

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Analyze the impact of figurative language in a piece of the text.
- Explain the way a particular word/phrase contributes to the meaning and/or tone.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RI.6.4	**RI.7.4**	RI.8.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 7
Reading: Informational

RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

To address this standard, students *could*:

- Infer why an author chose to structure the text in a specific manner.
- Understand how structural elements of a text contribute to the meaning of the text and development of ideas.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.6.5	**RI.7.5**	RI.8.5
	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grade 7
Reading: Informational

RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

To address this standard, students *could*:

- Explain how point of view is developed within the text.
- Recognize the characteristics that make the author's point of view unique.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.6.6	**RI.7.6**	RI.8.6
	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 7
Reading: Informational

RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

To address this standard, students *could*:

- Explain the similarities between a written text and a multimedia portrayal of the same topic or event.
- Explain the differences between a written text and a multimedia portrayal of the same topic or event.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.6.7	**RI.7.7**	RI.8.7
	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grade 7
Reading: Informational

RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

To address this standard, students *could*:

- Trace an argument and specific claims in a text.
- Determine if the author has provided relevant and accurate evidence.
- Determine if the author has provided ample and logical reasoning.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.6.8	**RI.7.8**	RI.8.8
	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Grade 7
Reading: Informational

RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

To address this standard, students *could*:

- Identify the different authors' interpretations of the same topics.
- Identify the key information used by each author.
- Explain how different interpretations of facts shape an author's ideas.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.6.9	**RI.7.9**	RI.8.9
	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 7
Reading: Informational

RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

To address this standard, students *could*:

- Select a text about a topic of interest, and ask and answer questions about it in conversations with peers and adults.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.6.10	**RI.7.10**	RI.8.10
	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

Grade 7
Reading: Informational

RI.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Discuss with peers or adults a text about a cultural tradition from a different geographical region, making note of unfamiliar words and using effective strategies to determine meanings of those words within the context of the reading.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RI.6.11	**RI.7.11**	RI.8.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 7
Reading: Informational

RI.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Read two articles on opposite sides of a controversial issue, and discuss with peers the authors' uses of specific words and the impact those words make on the tone and message of the each article.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RI.6.12	**RI.7.12**	RI.8.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 7
Reading: Informational

RI.7.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.6.13	**RI.7.13**	RI.8.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8.

Grade 8

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.8.1	W.8.2	W.8.3
Production and Distribution of Writing	W.8.4	W.8.5	W.8.6
Research to Build and Present Knowledge	W.8.7	W.8.8	W.8.9
Language in Writing	W.8.10	W.8.11	
Range of Writing	W.8.12		

Speaking and Listening

Comprehension and Collaboration	SL.8.1	SL.8.2	SL.8.3
Presentation of Knowledge and Ideas	SL.8.4	SL.8.5	SL.8.6
Language in Speaking and Listening	SL.8.7	SL.8.8	

Reading: Literature

Key Ideas and Details	RL.8.1	RL.8.2	RL.8.3
Craft and Structure	RL.8.4	RL.8.5	RL.8.6
Integration of Knowledge and Ideas	RL.8.7	RL.8.8	RL.8.9
Language in Reading: Literature	RL.8.10	RL.8.11	RL.8.12
Range of Reading and Level of Text	RL.8.13		

Reading: Informational

Key Ideas and Details	RI.8.1	RI.8.2	RI.8.3
Craft and Structure	RI.8.4	RI.8.5	RI.8.6
Integration of Knowledge and Ideas	RI.8.7	RI.8.8	RI.8.9
Language in Reading: Informational	RI.8.10	RI.8.11	RI.8.12
Range of Reading and Level of Text	RI.8.13		

Grade 8
Writing

Text Types and Purposes

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 *With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language in Writing

W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- c. Form and use verbs in the active and passive voice.
- d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- e. Recognize and correct inappropriate shifts in verb voice and mood.

W.8.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Range of Writing

W.8.12 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.

Grade 8
Speaking and Listening

Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

SL.8.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- SL.8.7.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- SL.8.7.b Form and use verbs in the active and passive voice.
- SL.8.7.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- SL.8.7.d Recognize and correct inappropriate shifts in verb voice and mood.

SL.8.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8
Reading: Literature

Key Ideas and Details

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.8 (Not applicable for literature)

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Language in Reading: Literature

RL.8.10 Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

RL.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.

- RL.8.11.a Use context as a clue to the meaning of a word or phrase.
- RL.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- RL.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RL.8.11.d Verify the preliminary determination of the meaning of a word or phrase.

RL.8.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.8.12.a Interpret figures of speech in context.
- RL.8.12.b Use the relationship between particular words to better understand each of the words.
- RL.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RL.8.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.

Grade 8
Reading: Informational

Key Ideas and Details

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Language in Reading: Informational

RI.8.10 Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

RI.8.11 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.

- RI.8.11.a Use context as a clue to the meaning of a word or phrase.
- RI.8.11.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- RI.8.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- RI.8.11.d Verify the preliminary determination of the meaning of a word or phrase.

RI.8.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.8.12.a Interpret figures of speech in context.
- RI.8.12.b Use the relationship between particular words to better understand each of the words.
- RI.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

Range of Reading and Level of Text

RI.8.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8.

K 1 2 3 4 5 6 7 8 9-10 11-12

Grade 8
Writing

W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

To address this standard, students *could*:

- Defend an argument using relevant evidence to support their claim.
- Use relevant and credible textual evidence to support their claim.
- Acknowledge and refute opposing viewpoints.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

	W.7.1	**W.8.1**	W.9-10.1
Progression of Standard Across Grades	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)	Write arguments to support claims with clear reasons and relevant evidence. (See details above.)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Click link above for details.)

Grade 8
Writing

W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

To address this standard, students *could*:

- Introduce and develop a topic using common organizational structures.
- Determine the most effective organizational structure to present information.
- Analyze and include relevant information to support examination of a topic.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.7.2	**W.8.2**	W.9-10.2
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (See details above.)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Click link above for details.)

Grade 8
Writing

W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

To address this standard, students *could*:

- Work with peers to identify places within a piece of writing to include transitional words, and try out different words to determine which is most appropriate.
- Engage in a writing conference with an adult or peer to discuss the effectiveness of a conclusion, and work to improve it.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

	W.7.3	**W.8.3**	W.9-10.3
Progression of Standard Across Grades	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (See details above.)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Click link above for details.)

Grade 8
Writing

W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)

To address this standard, students *could*:

- Determine the writing style that best fits a particular task, purpose, and audience, and make stylistic adjustments if a style is not appropriate.
- Compose a clear, logical piece of writing to demonstrate understanding of a topic.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

	W.7.4	**W.8.4**	W.9-10.4
Progression of Standard Across Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 8
Writing

W.8.5	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

To address this standard, students *could*:

- Participate in writing workshops that include opportunities for peers to brainstorm together and share ideas, read and respond to written work, and collaborate to find more effective approaches in their writing.
- Reflect on areas of need in their own writing, and prepare for a writing conference with an adult or peer by jotting down questions or notes about what feedback is needed on a piece of writing.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

	W.7.5	**W.8.5**	W.9-10.5
Progression of Standard Across Grades	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	*With some guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Grade 8
Writing

W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

To address this standard, students *could*:

- Independently determine the proper technology tool(s) to successfully produce and publish writing.
- Make connections between information and ideas and explain them using technology.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

	W.7.6	**W.8.6**	W.9-10.6
Progression of Standard Across Grades	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grade 8
Writing

W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

To address this standard, students *could*:

- Focus research around a central question.
- Identify multiple sources of evidence to answer a central question.
- Generate additional related questions which allow for multiple avenues of explorations.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.7.7	**W.8.7**	W.9-10.7
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grade 8
Writing

W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

To address this standard, students *could*:

- Gather information and determine the credibility of sources used.
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

	W.7.8	**W.8.8**	W.9-10.8
Progression of Standard Across Grades	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grade 8
Writing

W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
To address this standard, students *could*: • Determine the best textual evidence to support an assertion.	
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

Progression of Standard Across Grades	W.7.9	**W.8.9**	W.9-10.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 8
Writing

W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. c. Form and use verbs in the active and passive voice. d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. e. Recognize and correct inappropriate shifts in verb voice and mood.

To address this standard, students *could*:

- Produce a piece of writing in which they use passive voice in order to achieve a particular purpose.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.7.10	**W.8.10**	W.9-10.10
	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Grade 8
Writing

W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
To address this standard, students *could*: • Compose an essay about a novel they have read, and use an ellipsis to truncate a long quotation they wish to include.	
Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Progression of Standard Across Grades	W.7.11	**W.8.11**	W.9-10.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 8
Writing

W.8.12	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.

To address this standard, students *could*:

- Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned.

Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

Progression of Standard Across Grades	W.7.12	**W.8.12**	W.9-10.12
	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.	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.	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.

Grade 8
Speaking and Listening

SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

To address this standard, students *could*:

- Review the key ideas presented in academic discourse and incorporate the ideas of others.
- Justify their viewpoints when presented with new, relevant information.
- Refer to textual evidence when presenting information.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.7.1	**SL.8.1**	SL.9-10.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (See details above.)	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Click link above for details.)

Grade 8
Speaking and Listening

SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

To address this standard, students *could*:

- Identify the purpose of information presented from multimedia sources.
- Analyze the rationale behind its use.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

	SL.7.2	**SL.8.2**	SL.9-10.2
Progression of Standard Across Grades	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Grade 8
Speaking and Listening

SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
To address this standard, students *could*: • Differentiate between relevant and irrelevant evidence.	
Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.7.3	**SL.8.3**	SL.9-10.3
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Grade 8
Speaking and Listening

SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

To address this standard, students *could*:

- Distinguish between relevant and irrelevant evidence when supporting a claim.
- Present information in a logical, organized manner.
- Use common public speaking norms.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.7.4	**SL.8.4**	SL.9-10.4
	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Grade 8
Speaking and Listening

SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

To address this standard, students *could*:

- Determine points that need clarification, strengthening, or added interest.
- Incorporate relevant forms of media and/or graphics to clarify information and emphasize key points.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.7.5	**SL.8.5**	SL.9-10.5
	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grade 8
Speaking and Listening

SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

To address this standard, students *could*:

- Use grade-level appropriate academic language versus informal language when presenting.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.7.6	**SL.8.6**	SL.9-10.6
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 8
Speaking and Listening

SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.

To address this standard, students *could*:

- Compose a speech about an important topic, and practice changing key sentences in the speech to achieve different effects for different audiences.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

	SL.7.7	**SL.8.7**	SL.9-10.7
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 8
Speaking and Listening

SL.8.8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

To address this standard, students *could*:

- Participate in a discussion with peers in which each peer assumes the role of a different character in a text, and/or an important figure in United States History, and engage in a discussion that requires the use of domain-appropriate vocabulary that the character would have used.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

	SL.7.8	**SL.8.8**	SL.9-10.8
Progression of Standard Across Grades	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8
Reading: Literature

RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Determine the most relevant evidence to support an analysis of the text.
- Determine the most relevant evidence to support an inference drawn from the text.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RL.7.1	**RL.8.1**	RL.9-10.1
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 8
Reading: Literature

RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

To address this standard, students *could*:

- Construct an independent summary using details from the text.
- Analyze the impact of plot elements on theme development.
- Analyze how plot elements shape a central idea over the course of the text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.7.2	**RL.8.2**	RL.9-10.2
	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Grade 8
Reading: Literature

RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

To address this standard, students *could*:

- Analyze the importance of dialogue in a story or drama.
- Recognize how dialogue and event(s) shape multiple aspects of a story.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

	RL.7.3	**RL.8.3**	RL.9-10.3
Progression of Standard Across Grades	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Grade 8
Reading: Literature

RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand how analogies and allusions are used within a text.
- Analyze the impact of figurative language on meaning and tone.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.7.4	**RL.8.4**	RL.9-10.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Grade 8
Reading: Literature

RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

To address this standard, students *could*:

- Compare and contrast the structures of multiple texts.
- Understand how an author's style contributes to the text.
- Analyze how the structure of a text adds to the meaning and style.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.7.5	**RL.8.5**	RL.9-10.5
	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grade 8
Reading: Literature

RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

To address this standard, students *could*:

- Explain how the author uses point of view to create different effects.
- Analyze why the author uses multiple points of view within the text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

	RL.7.6	**RL.8.6**	RL.9-10.6
Progression of Standard Across Grades	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Grade 8
Reading: Literature

RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

To address this standard, students *could*:

- Recognize how closely a production of a story follows the written plotline.
- Assess choices made by the director or actors in their interpretation of a story or drama.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

	RL.7.7	**RL.8.7**	RL.9-10.7
Progression of Standard Across Grades	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Grade 8
Reading: Literature

RL.8.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grade 8
Reading: Literature

RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

To address this standard, students *could*:

- Recognize the literary connections between the past and the present.
- Evaluate how the incorporation of elements from a classic work contribute to the creation of a modern text.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.7.9	**RL.8.9**	RL.9-10.9
	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze how an author draws on and transforms source material in a specific work.

Grade 8
Reading: Literature

RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

To address this standard, students *could*:

- Discuss with peers the ways in which a poem uses punctuation to impact meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RL.7.10	**RL.8.10**	RL.9-10.10
	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	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. (Click link above for details.)

Grade 8
Reading: Literature

RL.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
To address this standard, students *could*: • Use an app to find meanings and pronunciations of unknown words.	
Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RL.7.11	**RL.8.11**	RL.9-10.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 8
Reading: Literature

RL.8.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

	RL.7.12	**RL.8.12**	RL.9-10.12
Progression of Standard Across Grades	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 8
Reading: Literature

RL.8.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.7.13	**RL.8.13**	RL.9-10.13
	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 9.

Grade 8
Reading: Informational

RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Determine the most relevant evidence to support an analysis of the text.
- Determine the most relevant evidence to support an inference drawn from the text.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.7.1	**RI.8.1**	RI.9-10.1
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 8
Reading: Informational

RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

To address this standard, students *could*:

- Analyze how central ideas develop over the course of a text.
- Explain how relevant details in a text support the central ideas.
- Construct an independent summary using details from the text.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.7.2	**RI.8.2**	RI.9-10.2
	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Grade 8
Reading: Informational

RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

To address this standard, students *could*:

- Analyze connections between individuals, ideas, and events in a text.
- Analyze distinctions between individuals, ideas, and events in a text.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

	RI.7.3	**RI.8.3**	RI.9-10.3
Progression of Standard Across Grades	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Grade 8

Reading: Informational

RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

To address this standard, students *could*:

- Interpret literal and nonliteral meanings of words and phrases presented in the text.
- Understand how analogies and allusions are used within text.
- Analyze the impact of figurative language on meaning and tone.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.7.4	**RI.8.4**	RI.9-10.4
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Grade 8
Reading: Informational

RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

To address this standard, students *could*:

- Understand how structural elements of a text contribute to the meaning of the text and development of ideas.
- Explain the role of specific sentences in expanding on a key idea.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.7.5	**RI.8.5**	RI.9-10.5
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Grade 8
Reading: Informational

RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

To address this standard, students *could*:

- Identify evidence the author uses to support their point of view in a text.
- Identify conflicting evidence or viewpoints in a text.
- Analyze how the author responds to the conflicting evidence or viewpoints.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

	RI.7.6	**RI.8.6**	RI.9-10.6
Progression of Standard Across Grades	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Grade 8
Reading: Informational

RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

To address this standard, students *could*:

- Analyze the pros and cons of using print versus multimedia to portray a topic or idea.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.7.7	**RI.8.7**	RI.9-10.7
	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Grade 8
Reading: Informational

RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

To address this standard, students *could*:

- Follow the progression of logic in an argument, recognizing flaws in the argument.
- Determine if ample and pertinent evidence is presented within the argument.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

	RI.7.8	**RI.8.8**	RI.9-10.8
Progression of Standard Across Grades	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Grade 8
Reading: Informational

RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

To address this standard, students *could*:

- Analyze two or more texts for conflicting information.
- Evaluate the discrepancies between the texts.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.7.9	**RI.8.9**	RI.9-10.9
	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Grade 8
Reading: Informational

RI.8.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

To address this standard, students *could*:

- Select, read, and discuss with peers a text about a career of interest to the student.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.7.10	**RI.8.10**	RI.9-10.10
	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	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.

Grade 8
Reading: Informational

RI.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Read a text about plant adaptations, and use context and knowledge of Greek or Latin affixes and roots as clues to word meanings.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

	RI.7.11	**RI.8.11**	RI.9-10.11
Progression of Standard Across Grades	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grade 8
Reading: Informational

RI.8.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

To address this standard, students *could*:

- Read an informational text from the same time period as a novel read in class, and discuss the author's use of figures of speech and specific words, and how his or her language contributes to the meaning of a text.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

	RI.7.12	**RI.8.12**	RI.9-10.12
Progression of Standard Across Grades	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grade 8
Reading: Informational

RI.8.13	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.7.13	**RI.8.13**	RI.9-10.13
	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 9.

Grades 9-10

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.9-10.1	W.9-10.2	W.9-10.3
Production and Distribution of Writing	W.9-10.4	W.9-10.5	W.9-10.6
Research to Build and Present Knowledge	W.9-10.7	W.9-10.8	W.9-10.9
Language in Writing	W.9-10.10	W.9-10.11	
Range of Writing	W.9-10.12		

Speaking and Listening

Comprehension and Collaboration	SL.9-10.1	SL.9-10.2	SL.9-10.3
Presentation of Knowledge and Ideas	SL.9-10.4	SL.9-10.5	SL.9-10.6
Language in Speaking and Listening	SL.9-10.7	SL.9-10.8	

Reading: Literature

Key Ideas and Details	RL.9-10.1	RL. 9-10.2	RL. 9-10.3
Craft and Structure	RL.9-10.4	RL. 9-10.5	RL. 9-10.6
Integration of Knowledge and Ideas	RL. 9-10.7	RL. 9-10.8	RL. 9-10.9
Language in Reading: Literature	RL.9-10.10	RL.9-10.11	RL.9-10.12
Range of Reading and Level of Text	RL. 9-10.13		

Reading: Informational

Key Ideas and Details	RI.9-10.1	RI.9-10.2	RI.9-10.3
Craft and Structure	RI.9-10.4	RI.9-10.5	RI.9-10.6
Integration of Knowledge and Ideas	RI.9-10.7	RI.9-10.8	RI.9-10.9
Language in Reading: Informational	RI.9-10.10	RI.9-10.11	RI.9-10.12
Range of Reading and Level of Text	RI.9-10.13		

Grades 9-10
Writing

Text Types and Purposes

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows and supports the argument presented.

W.9-10.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain specific vocabulary to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language in Writing

W.9-10.10 Demonstrate command of the conventions of standard English grammar and usage when writing.

a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
b. Use parallel structure.
c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

W.9-10.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly.

Range of Writing

W.9-10.12 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 tasks, purposes, and audiences.

K 1 2 3 4 5 6 7 8 9-10 11-12

Grades 9-10
Speaking and Listening

Comprehension and Collaboration

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language in Speaking and Listening

SL.9-10.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.

- SL.9-10.7.a Use parallel structure.
- SL.9-10.7.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

SL.9-10.8 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Grades 9-10
Reading: Literature

Key Ideas and Details

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development.

RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature.

Integration of Knowledge and Ideas

RL.9-10.7 Analyze and evaluate the representation of a subject or a key scene in multiple mediums--including media, artistic, and other visual formats.

RL.9-10.8 (Not applicable for literature)

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.

Language in Reading: Literature

RL.9-10.10 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.

RL.9-10.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- RL.9-10.11.a Use context as a clue to the meaning of a word or phrase.
- RL.9-10.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- RL.9-10.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- RL.9-10.11.d Verify the preliminary determination of the meaning of a word or phrase.

RL.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.9-10.12.a Interpret figures of speech in context and analyze their role in the text.
- RL.9-10.12.b Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Level of Text

RL.9-10.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.

Grades 9-10
Reading: Informational

Key Ideas and Details

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

Language in Reading: Informational

RI.9-10.10 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.

- RI.9-10.10.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

RI.9-10.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- RI.9-10.11.a Use context as a clue to the meaning of a word or phrase.
- RI.9-10.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- RI.9-10.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- RI.9-10.11.d Verify the preliminary determination of the meaning of a word or phrase.

RI.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.9-10.12.a Interpret figures of speech in context and analyze their role in the text.
- RI.9-10.12.b Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Level of Text

RI.9-10.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.

Grades 9-10
Writing

W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows and supports the argument presented.

To address this standard, students *could*:

- Research an important community problem, and compose a piece of writing in which they acknowledge the problem, different perspectives on the problem, and then propose a solution to the problem.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

	W.8.1	**W.9-10.1**	W.11-12.1
Progression of Standard Across Grades	Write arguments to support claims with clear reasons and relevant evidence. (Click link above for details.)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (See details above.)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Click link above for details.)

Grades 9-10
Writing

W.9-10.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

To address this standard, students *could*:

- Determine the most effective organizational structure to present complex ideas and information.
- Anticipate and acknowledge the reader's knowledge of the topic.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.8.2	**W.9-10.2**	W.11-12.2
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Click link above for details.)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (See details above.)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Click link above for details.)

Grades 9-10
Writing

W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

To address this standard, students *could*:

- Use narrative techniques to develop the progression of events in a story.
- Illustrate relationships between events and ideas in a narrative.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.8.3	**W.9-10.3**	W.11-12.3
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Click link above for details.)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See details above.)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Click link above for details.)

Grades 9-10
Writing

W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)

To address this standard, students *could*:

- Identify the writing style that best fits my task, purpose, and audience.
- Compose a clear, logical piece of writing to demonstrate understanding of a topic.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

	W.8.4	**W.9-10.4**	W.11-12.4
Progression of Standard Across Grades	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 9-10
Writing

W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
To address this standard, students *could*: • Utilize writing skills to compose and refine a piece of writing.	
Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.8.5	**W.9-10.5**	W.11-12.5
	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Grades 9-10
Writing

W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

To address this standard, students *could*:

- Independently determine the proper technology tools to successfully produce and publish writing.
- Make connections between information and ideas and explain them using technology.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

	W.8.6	**W.9-10.6**	W.11-12.6
Progression of Standard Across Grades	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grades 9-10
Writing

W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

To address this standard, students *could*:

- Focus research around a central question.
- Recognize when to broaden or narrow a search.
- Synthesize multiple sources of evidence to answer a central question.
- Generate additional related questions which allow for multiple avenues of explorations.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

	W.8.7	**W.9-10.7**	W.11-12.7
Progression of Standard Across Grades	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 9-10
Writing

W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

To address this standard, students *could*:

- Gather information and determine the credibility of sources used.
- Smoothly integrate information into to text
- Quote or paraphrase information while properly crediting sources.
- Incorporate a standard citation format.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

	W.8.8	**W.9-10.8**	W.11-12.8
Progression of Standard Across Grades	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 9-10
Writing

W.9-10.9	Draw evidence from Grade 9-10 literary or informational texts to support analysis, reflection, and research.
To address this standard, students *could*: • Determine the best textual evidence to support an assertion.	
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.

Progression of Standard Across Grades	W.8.9	**W.9-10.9**	W.11-12.9
	Draw evidence from Grade 8 literary or informational texts to support analysis, reflection, and research.	Draw evidence from Grade 9-10 literary or informational texts to support analysis, reflection, and research.	Draw evidence from Grade 11-12 literary or informational texts, to support analysis, reflection, and research.

Grades 9-10
Writing

W.9-10.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

To address this standard, students *could*:

- Write an article for a publication that requires submissions to use a particular style guide.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

	W.8.10	**W.9-10.10**	W.11-12.10
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.

Grades 9-10
Writing

W.9-10.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.

To address this standard, students *could*:

- Revise a piece of personal writing to include semicolons in a manner that will add meaning to the writing.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.

	W.8.11	**W.9-10.11**	W.11-12.11
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grades 9-10
Writing

W.9-10.12	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 tasks, purposes, and audiences.
To address this standard, students *could*: • Produce varied types and lengths of writing based on an understanding of the discipline, purpose and/or task assigned.	
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.

	W.8.12	**W.9-10.12**	W.11-12.12
Progression of Standard Across Grades	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.	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.	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.

Grades 9-10
Speaking and Listening

SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

To address this standard, students *could*:

- Review the key ideas presented in academic discourse and incorporate the ideas of others.
- Justify viewpoints when presented with new, relevant information.

Kansas High School Graduates Can:	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.

	SL.8.1	**SL.9-10.1**	SL.11-12.1
Progression of Standard Across Grades	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Click link above for details.)	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (See details above.)	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Click link above for details.)

Grades 9-10
Speaking and Listening

SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

To address this standard, students *could*:

- Identify the purpose of information presented from multimedia sources.
- Analyze the rationale behind its use.
- Evaluate credibility of source.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.8.2	**SL.9-10.2**	SL.11-12.2
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grades 9-10
Speaking and Listening

SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

To address this standard, students *could*:

- Differentiate between relevant and irrelevant evidence.
- Differentiate between credible and unsubstantiated information.
- Evaluate a speaker's use of rhetoric.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.8.3	**SL.9-10.3**	SL.11-12.3
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Grades 9-10
Speaking and Listening

SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

To address this standard, students *could*:

- Incorporate common public speaking norms.
- Anticipate and attend to the needs of the audience.
- Identify best approach given the purpose, audience and task.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

	SL.8.4	**SL.9-10.4**	SL.11-12.4
Progression of Standard Across Grades	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details: use appropriate eye contact, adequate volume and clear pronunciation.	Present information using supporting evidence clearly, concisely, and logically for a specific purpose, audience, and task	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

Grades 9-10
Speaking and Listening

SL.9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

To address this standard, students *could*:

- Incorporate relevant forms of media and/or graphics to clarify information.
- Use technology to enhance the message.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

	SL.8.5	**SL.9-10.5**	SL.11-12.5
Progression of Standard Across Grades	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grades 9-10
Speaking and Listening

SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

To address this standard, students *could*:

- Use grade-level appropriate academic language versus informal language when presenting.

Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.

Progression of Standard Across Grades	SL.8.6	**SL.9-10.6**	SL.11-12.6
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grades 9-10
Speaking and Listening

SL.9-10.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

To address this standard, students *could*:

- View models of speeches in which the writer/speaker uses parallel structure or a particular type of phrase to achieve a specific effect, and practice similar language uses in their own work.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.8.7	**SL.9-10.7**	SL.11-12.7
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)

Grades 9-10
Speaking and Listening

SL.9-10.8	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

To address this standard, students *could*:

- Participate in a debate with peers over an important current community or world issue, in which they prepare ahead of time by learning the important language related to the issue, consulting resources to gain additional knowledge, and constructing a viable argument.

Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.8.8	**SL.9-10.8**	SL.11-12.8
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9-10
Reading: Literature

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Analyze the structure of a text.
- Consider author's word choice.
- Understand figurative language.
- Understand denotation and connotation.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RL.8.1	**RL.9-10.1**	RL.11-12.1
Progression of Standard Across Grades	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 9-10
Reading: Literature

RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development.

To address this standard, students *could*:

- Analyze development of theme and its reflection in other story elements.
- Analyze setting and its relationship to other story elements.
- Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships.
- Analyze elements of poetry and how those elements form patterns and create meaning.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.8.2	**RL.9-10.2**	RL.11-12.2
	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text; provide an objective summary of the text.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Grades 9-10
Reading: Literature

RL.9-10.3	Analyze how complex characters over the course of a text, interact with other characters, and advance the plot or develop the theme.

To address this standard, students *could*:

- Identify complex characters and explain what makes them complex.
- Analyze and explain how the literary elements affect the character's development throughout the text.
- Analyze the actions of the character and the interaction between characters throughout the text.
- Analyze how plot structures advance the narrative structure.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.8.3	RL.9-10.3	RL.11-12.3
	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Grades 9-10
Reading: Literature

RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

To address this standard, students *could*:

- Use context clues to determine meaning of unknown or unfamiliar words.
- Recognize that words have multiple meanings; apply appropriate meaning to context.
- Analyze how specific language interacts with elements of the text.
- Recognize subtleties and nuances in language.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RL.8.4	**RL.9-10.4**	RL.11-12.4
Progression of Standard Across Grades	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Grades 9-10
Reading: Literature

RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

To address this standard, students *could*:

- Analyze text structures and organizational patterns.
- Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

	RL.8.5	**RL.9-10.5**	RL.11-12.5
Progression of Standard Across Grades	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Grades 9-10
Reading: Literature

RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature.

To address this standard, students *could*:

- Understands the author's intent based on context of culture and time period.
- Read a variety of texts from cultures around the world.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

	RL.8.6	**RL.9-10.6**	RL.11-12.6
Progression of Standard Across Grades	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze a particular point-of-view or cultural experience reflected in a work of literature.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

Grades 9-10
Reading: Literature

RL.9-10.7	Analyze and evaluate the representation of a subject or a key scene as it is represented in multiple media formats.

To address this standard, students *could*:

- Make connections thematically or topically between different media.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

	RL.8.7	**RL.9-10.7**	RL.11-12.7
Progression of Standard Across Grades	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze and evaluate the representation of a subject or a key scene in multiple media formats.	Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

Grades 9-10
Reading: Literature

RL.9-10.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grades 9-10
Reading: Literature

RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.

To address this standard, students *could*:

- Recognize source material in related and unrelated texts.
- Recognize an author's purpose for using source material within the context of the new work.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RL.8.9	**RL.9-10.9**	RL.11-12.9
Progression of Standard Across Grades	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

Grades 9-10
Reading: Literature

RL.9-10.10	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.

To address this standard, students *could*:

- Compare and contrast the styles of two authors writing about a similar topic, and discuss with peers how their use of different language impacts their style and meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

	RL.8.10	**RL.9-10.10**	RL.11-12.10
Progression of Standard Across Grades	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	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. (See details above.)	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.

Grades 9-10
Reading: Literature

RL.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Explain the meaning of a grade-level text or passage, including potentially unknown words, based on context.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RL.8.11	**RL.9-10.11**	RL.11-12.11
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grades 9-10
Reading: Literature

RL.9-10.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
To address this standard, students *could*: • Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.	
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.8.12	**RL.9-10.12**	RL.11-12.12
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grades 9-10
Reading: Literature

RL.9-10.13	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.

To address this standard, students *could*:

- Select and read increasingly complex literary texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.

Progression of Standard Across Grades	RL.8.13	RL.9-10.13	RL.11-12.13
	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.	Read and comprehend literature, including stories, dramas, and poems.

Grades 9-10
Reading: Informational

RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

To address this standard, students *could*:

- Read closely to support inferences in speaking and writing.
- Analyze the structure of a text.
- Consider author's word choice.
- Understand denotation and connotation.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.8.1	**RI.9-10.1**	RI.11-12.1
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 9-10
Reading: Informational

RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

To address this standard, students *could*:

- Identify main idea in a text.
- Explain progression and development of main idea.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.8.2	**RI.9-10.2**	RI.11-12.2
	Determine a central idea of a text and analyze its development over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Grades 9-10
Reading: Informational

RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

To address this standard, students *could*:

- Use close reading skills to dissect a text.
- Understand structures that are commonly used in informational texts.
- Identify how a text is structured and organized.
- Use structure and organization to make sense of text.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

	RI.8.3	**RI.9-10.3**	RI.11-12.3
Progression of Standard Across Grades	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies or categories).	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Grades 9-10
Reading: Informational

RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

To address this standard, students *could*:

- Determine connotative, denotative and technical meanings of words.
- Understand how word choice affects meaning and tone of a text.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

	RI.8.4	**RI.9-10.4**	RI.11-12.4
Progression of Standard Across Grades	Determine the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

Grades 9-10
Reading: Informational

RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

To address this standard, students *could*:

- Demonstrate the use of text features to locate information, such as: title page, bold or highlighted words, index, graphics, charts, and headings.
- Understand how a particular section of the text supports the claim or main idea.
- Understand how parts of a text work together to develop an idea or make a claim.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

	RI.8.5	**RI.9-10.5**	RI.11-12.5
Progression of Standard Across Grades	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Grades 9-10
Reading: Informational

RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

To address this standard, students *could*:

- Recognize multiple rhetorical strategies or devices used in a text.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.8.6	**RI.9-10.6**	RI.11-12.6
	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Grades 9-10
Reading: Informational

RI.9-10.7	Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.

To address this standard, students *could*:

- Make connections between different accounts of the same topic.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.8.7	**RI.9-10.7**	RI.11-12.7
	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

Grades 9-10
Reading: Informational

RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

To address this standard, students *could*:

- Determine whether an argument is valid.
- Read critically to identify when an author has presented false information, whether intentionally or not.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

	RI.8.8	**RI.9-10.8**	RI.11-12.8
Progression of Standard Across Grades	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

Grades 9-10
Reading: Informational

RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.

To address this standard, students *could*:

- Make connections between historical documents.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.8.9	**RI.9-10.9**	RI.11-12.9
	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

Grades 9-10
Reading: Informational

RI.9-10.10	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.

To address this standard, students *could*:

- Read a text which the student might have to read if employed in a career of interest to them, and make note of the language choices the author makes in that text, and how those choices impact style and meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.8.10	**RI.9-10.10**	RI.11-12.10
	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	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. (See details above.)	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.

Grades 9-10
Reading: Informational

RI.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Read a primary source document and employ a variety of strategies in order to determine the meaning of any outdated language or colloquialisms the writer uses.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.8.11	**RI.9-10.11**	RI.11-12.11
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)

Grades 9-10
Reading: Informational

RI.9-10.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

To address this standard, students *could*:

- Read an informational text from the same time period as a novel read in class, and discuss the author's use of figures of speech and specific words, and how his or her language contributes to the meaning of a text.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

	RI.8.12	**RI.9-10.12**	RI.11-12.12
Progression of Standard Across Grades	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

Grades 9-10
Reading: Informational

RI.9-10.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.

To address this standard, students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.8.13	**RI.9-10.13**	RI.11-12.13
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 11-12.

Grades 11-12

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.11-12.1	W.11-12.2	W.11-12.3
Production and Distribution of Writing	W.11-12.4	W.11-12.5	W.11-12.6
Research to Build and Present Knowledge	W.11-12.7	W.11-12.8	W.11-12.9
Language in Writing	W.11-12.10	W.11-12.11	
Range of Writing	W.11-12.12		

Speaking and Listening

Comprehension and Collaboration	SL.11-12.1	SL.11-12.2	SL.11-12.3
Presentation of Knowledge and Ideas	SL.11-12.4	SL.11-12.5	SL.11-12.6
Language in Speaking and Listening	SL.11-12.7	SL.11-12.8	

Reading: Literature

Key Ideas and Details	RL.11-12.1	RL.11-12.2	RL.11-12.3
Craft and Structure	RL.11-12.4	RL.11-12.5	RL.11-12.6
Integration of Knowledge and Ideas	RL.11-12.7	RL.11-12.8	RL.11-12.9
Language in Reading: Literature	RL.11-12.10	RL.11-12.11	RL.11-12.12
Range of Reading and Level of Text	RL.11-12.13		

Reading: Informational

Key Ideas and Details	RI.11-12.1	RI.11-12.2	RI.11-12.3
Craft and Structure	RI.11-12.4	RI.11-12.5	RI.11-12.6
Integration of Knowledge and Ideas	RI.11-12.7	RI.11-12.8	RI.11-12.9
Language in Reading: Informational	RI.11-12.10	RI.11-12.11	RI.11-12.12
Range of Reading and Level of Text	RI.11-12.13		

Grades 11-12
Writing

Text Types and Purposes

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create, cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.

Language in Writing

W.11-12.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
- b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

W.11-12.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
- b. Spell correctly.

Range of Writing

W.11-12.12 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 tasks, purposes.

K 1 2 3 4 5 6 7 8 9-10 11-12

Grades 11-12
Speaking and Listening

Comprehension and Collaboration

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1a Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language in Speaking and Listening

SL.11-12.7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- SL.11-12.7.a Vary syntax for effect, consulting references for guidance as needed.
- SL.11-12.7.b Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

SL.11-12.8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12
Reading: Literature

Key Ideas and Details

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Craft and Structure

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text-contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

Integration of Knowledge and Ideas

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RL.11-12.8 (Not applicable for literature)

RL.11-12.9 Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

Language in Reading: Literature

RL.11-12.10 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.

RL.11-12.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- RL.11-12.11.a Use context as a clue to the meaning of a word or phrase.
- RL.11-12.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- RL.11-12.11.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- RL.11-12.11.d Verify the preliminary determination of the meaning of a word or phrase.

RL.11-12.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.11-12.12.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- RL.11-12.12.b Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Level of Text

RL.11-12.13 Read and comprehend literature, including stories, dramas, and poems.

Grades 11-12
Reading: Informational

Key Ideas and Details

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7 Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI.11-12.9 Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

Language in Reading: Informational

RI.11-12.10 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.

RI.11-12.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- RI.11-12.11.a Use context as a clue to the meaning of a word or phrase.
- RI.11-12.11.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- RI.11-12.11.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- RI.11-12.11.d Verify the preliminary determination of the meaning of a word or phrase.

RI.11-12.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RI.11-12.12.a Interpret figures of speech in context and analyze their role in the text.
- RI.11-12.12.b Analyze nuances in the meaning of words with similar denotations.

Range of Reading and Level of Text

RI.11-12.13 Read and comprehend grade-level appropriate nonfiction literature.

Grades 11-12
Writing

W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create, cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

To address this standard, students *could*:

- Use relevant evidence to legitimately support one or more claims or arguments.
- Introduce a clear argument with regards to claims or counterclaims.
- Appropriately manage counterclaims.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.

Progression of Standard Across Grades	W.9-10.1	W.11-12.1
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grades 11-12
Writing

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

To address this standard, students *could:*

- Use relevant and sufficient facts, definitions, details, and quotations.
- Introduce a topic and arrange ideas, concepts, and information to show interrelationships.
- Build the elements of the paper to create a unified piece.
- Format effectively and deliberately to develop a topic using graphics when needed or multimedia.

Kansas High School Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.

Progression of Standard Across Grades	W.9-10.1	W.11-12.1
	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades 11-12
Writing

W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

To address this standard, students *could*:

- Introduce a problem or situation at the beginning of the narrative.
- Establish significance of that situation to the text.
- Build towards a particular tone and outcome.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.

Progression of Standard Across Grades	W.9-10.3	**W.11-12.3**
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades 11-12
Writing

W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)

To address this standard, students *could*:

- Identify the writing style that best fits my task, purpose, and audience.
- Compose a clear, logical piece of writing to demonstrate understanding of a topic.

Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.

Progression of Standard Across Grades	W.9-10.4	**W.11-12.4**
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades 11-12
Writing

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

To address this standard, students *could*:

- Collaborate with peers responding to ongoing feedback from their peers and others to help develop new arguments or information.
- Understand the writing process as important to creating an effective writing product.
- Use critical thinking to articulate their thoughts.

Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Progression of Standard Across Grades	W.9-10.5	**W.11-12.5**
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Grades 11-12
Writing

W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

To address this standard, students *could*:

- Refine writing product and choices for media representation in topics using the most advanced technological formats.

Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.

Progression of Standard Across Grades	W.9-10.6	**W.11-12.6**
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexible and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grades 11-12
Writing

W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

To address this standard, students *could*:

- Gather insight by synthesizing information by combining parts from a variety of sources into a unified understanding and cohesive text.
- Use advance search techniques from digital and print sources to answer a research question.

Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Progression of Standard Across Grades	W.9-10.7	**W.11-12.7**
	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12
Writing

W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

To address this standard, students *could*:

- Integrate information effectively without plagiarizing.
- Determine the strengths and limitations of sources that address the task, audience, and purpose.
- Avoid reliance on one single source and use standard format for citation in any medium.

Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.

	W.9-10.8	**W.11-12.8**
Progression of Standard Across Grades	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 11-12
Writing

W.11-12.9	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.	
To address this standard, students *could*: • Recognize canon literary foundational texts and connect those works to other works across any time period.		
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.	
Progression of Standard Across Grades	W.9-10.9	**W.11-12.9**
	Draw evidence from grades 9-10 literary or informational texts, to support analysis, reflection, and research.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.

Grades 11-12
Writing

W.11-12.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
To address this standard, students *could*: • Compose a college application essay or a job application letter, and consult appropriate reference materials as needed.	
Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.

Progression of Standard Across Grades	W.9-10.10	**W.11-12.10**
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)

Grades 11-12
Writing

W.11-12.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	
To address this standard, students *could*: • Use models to observe an effective or creative use of hyphens.		
Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.	
Progression of Standard Across Grades	W.9-10.11	**W.11-12.11**
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)

Grades 11-12
Writing

W.11-12.12	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 tasks, purposes.	
To address this standard, students *could*: • Produce high-quality first drafts under varying time restrictions and can revisit the same work to make high quality revisions when needed.		
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.	
Progression of Standard Across Grades	W.9-10.12	**W.11-12.2**
	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.	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.

Grades 11-12
Speaking and Listening

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

To address this standard, students *could*:

- Address other participants' viewpoints before establishing their own opinions that synthesize the importance of the discussion.
- Take initiative to investigate further when the viewpoints of their peers fail to answer the question being researched.
- Accept and reflect critically on their viewpoints and others' to understand key concepts.

Anchor Standard	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.
Intent of Anchor Standard	The intent of this standard is to ensure that students practice and refine protocols of civil discourse, incorporating speaking and conversational skills to demonstrate content knowledge, personal knowledge, and appropriate and considerate interpersonal communication.

Progression of Standard Across Grades	SL.9-10.1	**SL.11-12.1**
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12
Speaking and Listening

SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

To address this standard, students *could*:

- Use multiple modalities when synthesizing information to make effective connections to their current research.
- Integrate multiple and diverse sources of information for problem-solving and informed decision-making.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.

Progression of Standard Across Grades	SL.9-10.2	**SL.11-12.2**
	Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grades 11-12
Speaking and Listening

SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
To address this standard, students *could*: • Listen beyond simple reasoning where the transition goes from a passive listener to an active listener.	
Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.

Progression of Standard Across Grades	SL.9-10.3	**SL.11-12.3**
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Grades 11-12
Speaking and Listening

SL.11-12.4	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

To address this standard, students *could*:

- Be accustomed to purpose, audience, and task in both speaking and writing.
- Present information in a clear and direct point of view.

Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.

Progression of Standard Across Grades	SL.9-10.4	**SL.11-12.4**
	Present information using supporting evidence clearly, concisely, and logically for a specific purpose, audience, and task	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

Grades 11-12
Speaking and Listening

SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

To address this standard, students *could*:

- Use digital media strategically and at the highest level to demonstrate understanding of findings, reasoning, and evidence.
- Produce presentations that reflect professionalism and use formats that are multi-layered.

Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.

Progression of Standard Across Grades	SL.9-10.5	**SL.11-12.5**
	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Grades 11-12
Speaking and Listening

SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
To address this standard, students *could*: • Speak to varied audiences and adapt speech as necessary. • Use academic language when presenting professional discourse.		
Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.	
Progression of Standard Across Grades	SL.9-10.6	**SL.11-12.6**
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grades 11-12
Speaking and Listening

SL.11-12.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
To address this standard, students *could*: • Read models of writing in which usage seems to be incorrect, and discuss with peers the reasons why famous or lasting works may be considered great works despite a seemingly incorrect use of language conventions.	
Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.

Progression of Standard Across Grades	SL.9-10.7	**SL.11-12.7**
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See details above.)

Grades 11-12
Speaking and Listening

SL.11-12.8	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
To address this standard, students *could*: • Participate in a mock interview that requires them to first read a job description, prepare an application letter, a resume, and then make notes for an interview in which they use appropriate and specific language and vocabulary.	
Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.

Progression of Standard Across Grades	SL.9-10.8	**SL.11-12.8**
	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12
Reading: Literature

RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

To address this standard, students *could*:

- Read closely to support inferences in speaking, writing, and listening.
- Analyze the structure of a text.
- Analyze an author's use of figurative language.
- Understand denotation and connotation.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RL.9-10.1	**RL.11-12.1**
Progression of Standard Across Grades	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 11-12
Reading: Literature

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

To address this standard, students *could*:

- Analyze development of theme and its reflection in other story elements.
- Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships.
- Analyze elements of poetry and how those elements form patterns and create meaning.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RL.9-10.2	**RL.11-12.2**
	Determine a theme or central idea of a text and analyze in detail its development over the course of the text; provide an objective summary of the text.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Grades 11-12
Reading: Literature

RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

To address this standard, students *could*:

- Identify complex characters and explain what makes them complex.
- Analyze how authors develop characters through the use of literary devices.
- Analyze and explain how the literary elements affect the character's development throughout the text.
- Analyze the actions of the character and the interaction between characters as they progress the text.
- Analyze how plot structures advance the narrative structure.

Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.

Progression of Standard Across Grades	RL.9-10.3	**RL.11-12.3**
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Grades 11-12
Reading: Literature

RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

To address this standard, students *could*:

- Recognize that words have multiple meanings; apply appropriate meaning to context.
- Analyze how specific language interacts with elements of the text.
- Recognize subtleties and nuances in language.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RL.9-10.4	**RL.11-12.4**
	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Grades 11-12
Reading: Literature

RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

To address this standard, students *could*:

- Analyze text structures and organizational patterns.
- Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections.

Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RL.9-10.5	**RL.11-12.5**
	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Grades 11-12
Reading: Literature

RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.	
To address this standard, students *could*: • Understand how literary or rhetorical devices reveal an author's point of view.		
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.	
Progression of Standard Across Grades	RL.9-10.6	**RL.11-12.6**
	Analyze a particular point-of-view or cultural experience reflected in a work of literature.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

Grades 11-12
Reading: Literature

RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

To address this standard, students *could*:

- Recognize universal or archetypal themes across different media.
- Evaluate an author's interpretation of an original piece.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RL.9-10.7	**RL.11-12.7**
	Analyze and evaluate the representation of a subject or a key scene in multiple mediums--including media, artistic, and other visual formats.	Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

Grades 11-12
Reading: Literature

RL.11-12.8	(Not applicable for literature)		
To address this standard, students *could*:			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades			

Grades 11-12
Reading: Literature

RL.11-12.9	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

To address this standard, students *could*:

- Make connections between texts from the same time period.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RL.9-10.9	**RL.11-12.9**
	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.

Grades 11-12
Reading: Literature

RL.11-12.10	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.

To address this standard, students *could*:

- Compare and contrast the styles of two authors writing about a similar topic, and discuss with peers how their use of different language impacts their style and meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RL.9-10.10	**RL.11-12.10**
	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. (Click link above for details.)	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.

Grades 11-12
Reading: Literature

RL.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Explain the meaning of a grade-level text or passage, including potentially unknown words, based on context.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RL.9-10.11	**RL.11-12.11**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (See details above.)

Grades 11-12
Reading: Literature

RL.11-12.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

To address this standard, students *could*:

- Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.

Progression of Standard Across Grades	RL.9-10.12	**RL.11-12.12**
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)

Grades 11-12
Reading: Literature

RL.11-12.13	Read and comprehend literature, including stories, dramas, and poems.	
To address this standard, students *could*: • Select and read increasingly complex literary texts at or above grade level.		
Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.	
Progression of Standard Across Grades	RL.9-10.13	**RL.11-12.13**
	Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.	Read and comprehend literature, including stories, dramas, and poems.

Grades 11-12
Reading: Informational

RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

To address this standard, students *could*:

- Read closely to support inferences in speaking and writing.
- Recognized when an author intentionally (or not) leaves matters vague or open-ended.
- Judge if/when a text is inconclusive.

Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progression of Standard Across Grades	RI.9-10.1	**RI.11-12.1**
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 11-12
Reading: Informational

RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

To address this standard, students *could*:

- Identify two or more central ideas in a text.
- Explain development and interaction and inter-relationships of central ideas.
- Understand how relationships between multiple ideas creates a deeper, richer understanding.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Progression of Standard Across Grades	RI.9-10.2	**RI.11-12.2**
	Determine a central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Grades 11-12
Reading: Informational

RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

To address this standard, students *could*:

- Use close reading skills to dissect a text.
- Understand structures that are commonly used in informational texts.
- Identify how a text is structured and organized.
- Use structure and organization to make sense of text.
- Look at key details/ideas individually; examine their role in the overall structure of the text.

Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.

Progression of Standard Across Grades	RI.9-10.3	**RI.11-12.3**
	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Grades 11-12
Reading: Informational

RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

To address this standard, students *could*:

- Determine connotative, denotative and technical meanings of words.
- Understand how word choice affects meaning and tone of a text.
- Understand author's intent for using specific vocabulary.

Kansas High School Graduates Can:	Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Progression of Standard Across Grades	RI.9-10.4	**RI.11-12.4**
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

Grades 11-12
Reading: Informational

RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
To address this standard, students *could*: • Evaluate the effectiveness of how the author structured the text. • Determine if the structure is clear and convincing.	
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades	RI.9-10.5	**RI.11-12.5**
	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Grades 11-12
Reading: Informational

RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

To address this standard, students *could*:

- Recognize multiple rhetorical strategies or devices used in a piece and evaluate its effectiveness.
- Evaluate how the author's style makes a piece especially powerful or effective.

Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.

Progression of Standard Across Grades	RI.9-10.6	**RI.11-12.6**
	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Grades 11-12
Reading: Informational

RI.11-12.7	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

To address this standard, students *could*:

- Address issues posed by investigating and synthesizing multiple sources.
- Evaluate appropriateness and effectiveness of informational texts.

Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.

Progression of Standard Across Grades	RI.9-10.7	**RI.11-12.7**
	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

Grades 11-12
Reading: Informational

RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

To address this standard, students *could*:

- Understand how arguments are constructed and based on constitutional principles.
- Consider use of legal reasoning in these documents.

Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.

Progression of Standard Across Grades	RI.9-10.8	**RI.11-12.8**
	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

Grades 11-12
Reading: Informational

RI.11-12.9	Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

To address this standard, students *could*:

- Make connections between historical documents.
- Examine and evaluate significant foundational U.S. documents.

Kansas High School Graduates Can:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Progression of Standard Across Grades	RI.9-10.9	**RI.11-12.9**
	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features.

Grades 11-12
Reading: Informational

RI.11-12.10	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.

To address this standard, students *could*:

- Read a text which the student might have to read if employed in a career of interest to them, and make note of the language choices the author makes in that text, and how those choices impact style and meaning.

Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).

Progression of Standard Across Grades	RI.9-10.10	**RI.11-12.10**
	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. (Click link above for details.)	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.

Grades 11-12
Reading: Informational

RI.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.

To address this standard, students *could*:

- Read a primary source document and employ a variety of strategies in order to determine the meaning of any outdated language or colloquialisms the writer uses.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Progression of Standard Across Grades	RI.9-10.11	**RI.11-12.11**
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies.

Grades 11-12
Reading: Informational

RI.11-12.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	
To address this standard, students *could*: ● Read an informational text from the same time period as a novel read in class, and discuss the author's use of figures of speech and specific words, and how his or her language contributes to the meaning of a text.		
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.	
Progression of Standard Across Grades	RI.9-10.12	**RI.11-12.12**
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.)

Grades 11-12
Reading: Informational

RI.11-12.13	Read and comprehend grade-level appropriate nonfiction literature.

For this standard, successful eleventh and twelfth grade students *could*:

- Select and read increasingly complex informational texts at or above grade level.

Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.

Progression of Standard Across Grades	RI.9-10.13	**RI.11-12.13**
	Read and comprehend grade-level nonfiction literature.	Read and comprehend grade-level appropriate nonfiction literature.