2017 Kansas English Language Arts Standards Vertical Alignment

K-6 Focus

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Introduction

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.

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.

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. Thus, as students advance through the grades, they are expected to meet each grade's standards in reading, writing, speaking, and listening.

This document is meant to help educators better see and understand how skills progress in depth and complexity across the grades in the different domains. The K-12 standards state what students should know and be able to do by the end of each grade. While our goal is for every student to be at grade level by the end of each grade, this document was created to assist educators in scaffolding students up to grade level proficiency as they move through the grade bands.

*This document is not meant to replace the Kansas Standards for English Language Arts document (which can be accessed here) where you can find examples of evidence to demonstrate proficiency and the Kansas Graduates "I Can" statements.

Vertical Alignment K-12: Reading-Literature

RL1

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READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.1	*With prompting and support*, asks and answers questions about key details in a text.
RL.K.1	*With prompting and support*, students will ask and answer questions about key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
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.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.

READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.2	*With prompting and support*, retells stories with increasing detail and accuracy.
RL.K.2	*With prompting and support*, retell familiar stories, including key details.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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.4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.2	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.
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.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.

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READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.3	*With prompting and support*, identifies characters, settings and major events in a story.
RL.K.3	*With prompting and support*, identify characters, settings and major events in a story.
RL.1.3	Describe character, settings, and major events in a story, using key details.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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.
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).
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).
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.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.4	Asks and answers questions about unknown words in a text.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.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.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.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.

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.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.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.6	*With prompting and support*, can describe the role of an author and an illustrator.
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.
RL.1.6	Identify who is telling the story at various points in a text.
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.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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.

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.L.p4.7	With prompting and support, uses the illustrations to retell major events in the story
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.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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.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.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.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.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.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).

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
	N/A for literature
RL.K.8	N/A for literature
RL.1.8	N/A for literature
RL.2.8	N/A for literature
RL.3.8	N/A for literature
RL.4.8	N/A for literature
RL.5.8	N/A for literature
RL.6.8	N/A for literature
RL.7.8	N/A for literature

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.L.p4.8	*With prompting and support*, begins to compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.9	*With prompting and support*, compare and contrast the adventures and experiences of characters in familiar stories.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
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).
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.
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.
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.
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.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
	N/A
RL.K.10	(Begins in Grade 2)
RL.1.10	(Begins in Grade 2)
RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.
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
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.
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.
RL.6.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.3	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).
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.
RL.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).
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.
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.
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.
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.
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).
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.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.4	*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.
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.
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.
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.
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.
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).
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.
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).
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).

READING: LITERATURE – RANGE OF READING & TEXT COMPLEXITY	
CL.L.p4.9	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).
RL.K.13	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.
RL.1.13	*With prompting and support*, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.
RL.2.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.
RL.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.
RL.4.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.
RL.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.
RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.
RL.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.