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-Foundations

RF1

RF2

RF3

RF4

READING: FOUNDATIONAL – PRINT CONCEPTS	
CL.F.p4.1	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.
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.
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).
RF.2.1	N/A
RF.3.1	N/A
RF.4.1	N/A
RF.5.1	N/A
RF.6.1	N/A
RF.7.1	N/A

READING: FOUNDATIONAL – PHONOLOGICAL AWARENESS	
CL.F.p4.2	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/).
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.
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.
RF.2.2	N/A
RF.3.2	N/A
RF.4.2	N/A
RF.5.2	N/A
RF.6.2	N/A
RF.7.2	N/A

READING: FOUNDATIONAL – PHONICS & WORD RECOGNITION	
CL.F.p4.3	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.
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).
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.
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.
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.
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.
RF.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 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.
RF.6.3	N/A
RF.7.3	N/A

READING: FOUNDATIONAL - FLUENCY	
CL.F.p3.4	Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).
RF.K.4	*With prompting and support*, read emergent-reader texts with purpose and understanding.
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.
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.
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.
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.
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.
RF.6.4	N/A
RF.7.4	N/A