

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-Information

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| <b>READING: INFORMATIONAL – KEY IDEAS &amp; DETAILS</b> |   |
|---|---|
| CL.IT.p4.1  | <i>With prompting and support</i> , ask and answer questions about key details in a text.   |
| RI.K.1  | <i>With prompting and support</i> , ask and answer questions about key details in a text.   |
| RI.1.1  | Ask and answer questions about key details in a text.   |
| 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.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.         |
| 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.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                   |
| RI.6.1  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                   |
| 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. |

| <b>READING: INFORMATIONAL – KEY IDEAS &amp; DETAILS</b> |   |
|---|---|
| CL.IT.p4.2  | <i>With prompting and support</i> , retells key details of a text.  |
| RI.K.2  | <i>With prompting and support</i> , identify the main topic and retell key details of a text.   |
| RI.1.2  | Identify the main topic and retell key details of 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.3.2  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| RI.4.2  | Determine the main idea of a text and explain how it is supported by key details; summarize 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.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.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.                |

| <b>READING: INFORMATIONAL – KEY IDEAS &amp; DETAILS</b> |  |
|---|--|
| CL.IT.p4.3  | <i>With prompting and support</i> , describes the connection between two events or pieces of information in a text.  |
| RI.K.3  | <i>With prompting and support</i> , describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| RI.1.3  | Describe the connection between two individuals, events, ideas, or pieces of information in a 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.   |
| 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. |
| 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.                                   |
| 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.              |
| 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).   |
| 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).                                   |

| <b>READING: INFORMATIONAL – CRAFT &amp; STRUCTURE</b> |   |
|---|---|
| CL.IT.p4.4  | <i>With prompting and support</i> , asks and answers questions about unknown words in a text.   |
| RI.K.4  | <i>With prompting and support</i> , ask and answer questions about unknown words in a text.   |
| RI.1.4  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   |
| RI.2.4  | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.   |
| 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.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.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.6.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.  |
| 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. |

| <b>READING: INFORMATIONAL – CRAFT &amp; STRUCTURE</b> |  |
|---|--|
| CL.IT.p4.5  | Identifies the front cover, back cover and title page of a book.   |
| RI.K.5  | Identify the front cover, back cover, and title page of a book.  |
| 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.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.3.5  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| 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.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.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.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.                               |

| <b>READING: INFORMATIONAL – CRAFT &amp; STRUCTURE</b> |   |
|---|---|
| CL.IT.P6  | With prompting and support, describes the role of an author and an illustrator.   |
| 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.                             |
| RI.1.6  | Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.                        |
| RI.2.6  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |
| RI.3.6  | Distinguish their own point of view from that of the author 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 provided. |
| RI.5.6  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.            |
| RI.6.6  | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| 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.          |

| <b>READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS</b> |  |
|--|--|
| CL.IT.p4.7   | <i>With prompting and support</i> , use the illustrations to identify key details in the story.  |
| RI.K.7   | <i>With prompting and support</i> , 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.1.7   | Use the illustrations and details in a text to describe its key ideas.   |
| RI.2.7   | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  |
| 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.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.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.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.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).  |

| <b>READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS</b> |   |
|--|---|
| CL.IT.p4.8   | <i>With prompting and support</i> , answers “why” questions based on information presented in the text.   |
| RI.K.8   | <i>With prompting and support</i> , identify the reasons an author gives to support points in a text.   |
| RI.1.8   | Identify the reasons an author gives to support points in a text.   |
| RI.2.8   | Describe how reasons support specific points the author makes in a text.  |
| 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.4.8   | Explain how an author uses reasons and evidence to support particular points in a text.   |
| 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.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.7.8   | 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. |

| <b>READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS</b> |  |
|--|--|
| CL.IT.p4.9   | <i>With prompting and support</i> , identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).                         |
| RI.K.9   | <i>With prompting and support</i> , identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                |
| RI.1.9   | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  |
| RI.2.9   | Compare and contrast the most important points presented by two texts on the same topic.   |
| RI.3.9   | Compare and contrast the most important points and key details presented in two texts on the same topic.   |
| RI.4.9   | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |
| RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   |
| 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)   |
| 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. |

| <b>READING: INFORMATIONAL – LANGUAGE IN READING: INFORMATIONAL</b> |   |
|--|---|
|  | N/A   |
| RI.K.10  | (Begins in Grade 2)   |
| RI.1.10  | (Begins in Grade 2)   |
| RI.2.10  | Use knowledge of language and its conventions to compare formal and informal uses of English.   |
| 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.                   |
| 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. |
| 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.               |
| RI.6.10  | Use knowledge of language and its conventions when reading to improve comprehension of informational texts.   |
| RI.7.10  | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   |

| <b>READING: INFORMATIONAL - LANGUAGE IN READING: INFORMATIONAL</b> |   |
|--|---|
| CL.LS.p3   | Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.  |
| RI.K.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Kindergarten reading and content</i> .<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).<br>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.1.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i> , choosing flexibly from a variety of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word.<br>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).  |
| RI.2.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from a variety of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root.<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RI.3.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i> , choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word.<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases   |
| RI.4.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i> , choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.<br>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.5.11  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i> , choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.<br>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.6.11 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li><li>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.</li><li>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).</li></ul> |
| RI.7.11 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li><li>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.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase.</li></ul>   |

| <b>READING: INFORMATIONAL - LANGUAGE IN READING: INFORMATIONAL</b> |  |
|--|--|
| CL.LS.p4.4   | <i>With guidance and support</i> , 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.  |
| RI.K.12  | <i>With guidance and support from adults</i> , explore word relationships and nuances in word meanings.  |
| RI.1.12  | <i>With guidance and support from adults</i> , demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes.<br>c. Identify real-life connections between words and their uses.<br>d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings. |
| RI.2.12  | Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use.<br>b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.  |
| RI.3.12  | Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and figurative meanings of words and phrases in context.<br>b. Identify real-life connections between words and their uses.<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.  |
| RI.4.12  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs in context.<br>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  |
| RI.5.12  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.  |
| RI.6.12  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).   |
| RI.7.12  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).   |

| <b>READING: INFORMATIONAL – RANGE OF READING &amp; TEXT COMPLEXITY</b> |  |
|--|--|
| CL.IT.p4.10  | 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). |
| RI.K.13  | Actively engage in individual or group readings of informational text with purpose and understanding.  |
| RI.1.13  | <i>With prompting and support</i> , read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.  |
| RI.2.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.  |
| RI.3.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.  |
| RI.4.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.  |
| RI.5.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.  |
| RI.6.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.  |
| RI.7.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.  |