

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: Speaking & Listening

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SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.1	Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.
SL.K.1	Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> 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.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> 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.
SL.2.1	Participate in collaborative conversations about <i>Grade 2 topics and texts</i> 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.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i> , 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.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i> , 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.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i> , 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.

	<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
SL.6.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.2	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.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.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

SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.2	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.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.
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.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.SL.p4.3	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.
SL.K.4	Use details to describe familiar people, places, things, and or events <i>with prompting and support</i> .
SL.1.4	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.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.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.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.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.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.SL.p4.4	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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.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.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.SL.p4.5	Speaks understandably to express ideas, feelings and needs.
SL.K.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.
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.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING

CL.LS.p4.1	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.
SL.K.7	Demonstrate command of the conventions of standard 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.
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.
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.
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.

SL.4.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ul style="list-style-type: none"> 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.
SL.5.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ul style="list-style-type: none"> 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)
SL.6.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ul style="list-style-type: none"> 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.
SL.7.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ul style="list-style-type: none"> 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.

SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING

CL.SL.p4.5	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.
SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.
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.
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.
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.
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.
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.
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.
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.