## Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

Use the links below to access home pages for each grade level.

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 5 Grade 6 Grade 7 Grade 8 Grade 8 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.

| Writing<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                                | <u>W.K.1</u><br><u>W.K.4</u><br><u>W.K.7</u><br><u>W.K.10</u><br><u>W.K.12</u> | <u>W.K.2</u><br><u>W.K.5</u><br><u>W.K.8</u><br><u>W.K.11</u>     | <u>W.K.3</u><br><u>W.K.6</u><br><u>W.K.9</u>                      |
|---|--|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.K.1</u><br><u>SL.K.4</u><br><u>SL.K.7</u>                                | <u>SL.K.2</u><br><u>SL.K.5</u><br><u>SL.K.8</u>                   | <u>SL.K.3</u><br><u>SL.K.6</u>                                    |
| Reading: Foundational<br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency  | RF.K.1<br>RF.K.2<br>RF.K.3<br>RF.K.4   |   |   |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Text Complexity              | RL.K.1<br>RL.K.4<br>RL.K.7<br>RL.K.10<br>RL.K.13                               | <u>RL.K.2</u><br><u>RL.K.5</u><br><u>RL.K.8</u><br><u>RL.K.11</u> | <u>RL.K.3</u><br><u>RL.K.6</u><br><u>RL.K.9</u><br><u>RL.K.12</u> |
| <b>Reading: Informational</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Text Complexity | RI.K.1<br>RI.K.4<br>RI.K.7<br>RI.K.10<br>RI.K.13                               | <u>RI.K.2</u><br><u>RI.K.5</u><br><u>RI.K.8</u><br><u>RI.K.11</u> | <u>RI.K.3</u><br><u>RI.K.6</u><br><u>RI.K.9</u><br><u>RI.K.12</u> |

<u>K 1</u>

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#### **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.

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- 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

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W.K.12 (Begins in grade 3)

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#### **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

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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.

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### 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 oneto-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

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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.

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#### Range of Reading and Level of Text

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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

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

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| W.K.1  | Use a combination of drawing, dictating, and writing to compose<br>opinion pieces in which they tell a reader the topic or the name of the<br>book they are writing about and state an opinion or preference about<br>the topic or book (e.g., My favorite book is). |  |  |
|--|--|--|--|
| To address this standa   | rd, students could:  |  |  |
| <ul> <li>State their opinions through writing, drawing, and speaking.</li> <li>Visit the library and answer questions about their book choices or preferences.</li> <li>Talk with peers about their favorite part of a book they have experienced through either read-aloud or independently.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning ar written argument.   | nd relevant and sufficien  | t evidence to support a  |
|  |  |  |  |
|  | CL.W.p4.1  | W.K.1  | <u>W.1.1</u>   |
| Progression of<br>Standard Across<br>Grades  | Uses a combination<br>of drawing, dictating<br>or emergent writing<br>to express thoughts<br>and ideas.  | Use a combination of<br>drawing, dictating,<br>and writing to<br>compose opinion<br>pieces in which, they<br>tell a reader the topic<br>or the name of the<br>book they are writing<br>about and state an<br>opinion or preference<br>about the topic or<br>book (e.g., My<br>favorite book is). | Write opinion pieces<br>in which they<br>introduce the topic or<br>name the book they<br>are writing about,<br>state an opinion,<br>supply a reason for<br>the opinion, and<br>provide some sense<br>of closure. |

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| nation of drawing, dictating, and writing to compose<br>explanatory texts in which they name what they are writing<br>apply some information about the topic. |
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#### 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<br>Graduates Can:        | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.    |  |  |  |
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|   | CL.W.p4.1 W.K.2 W.1.2   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Uses a combination<br>of drawing, dictating<br>or emergent writing to<br>express thoughts and<br>ideas. | Use a combination of<br>drawing, dictating, and<br>writing to compose<br>informative/explanatory<br>texts in which they<br>name what they are<br>writing about and<br>supply some<br>information about the<br>topic. | Write informative/<br>explanatory texts in<br>which they name a<br>topic, supply some<br>facts about the topic,<br>and provide some<br>sense of closure. |  |

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| W.K.3                                       | Use a combination of drawing, dictating, and writing to narrate a single<br>event or several loosely linked events, tell about the events in the order<br>in which they occurred, and provide a reaction to what happened. |   |  |  |
|---|--|---|--|--|
| To address this stand                       | ard, students <i>could</i> :   |   |  |  |
| dictating, and writing                      | dictating, and writing what they did and the events that occurred in sequence.   |   |  |  |
| Kansas High School<br>Graduates Can:        | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |   |  |  |
|   |  | -   | _  |  |
|   | CL.W.p4.1  | W.K.3   | <u>W.1.3</u>   |  |
| Progression of<br>Standard Across<br>Grades | Uses a combination<br>of drawing, dictating<br>or emergent writing<br>to express thoughts<br>and ideas.  | Use a combination of<br>drawing, dictating, and<br>writing to narrate a<br>single event or several<br>loosely linked events,<br>tell about the events in<br>the order in which they<br>occurred, and provide<br>a reaction to what<br>happened. | Write narratives in<br>which they recount<br>two or more<br>appropriately<br>sequenced events,<br>include some details<br>regarding what<br>happened, use<br>temporal words to<br>signal event order,<br>and provide some<br>sense of closure. |  |

| Writing   |   |                     |                     |
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| W.K.4   | (Begins in grade 3)   |                     |                     |
| To address this standard, students <i>could</i> : |   |                     |                     |
|   | -   |                     |                     |
| Kansas High School<br>Graduates Can:              | Create texts appropriate for specific purposes, audiences, and tasks. |                     |                     |
|   |   |                     |                     |
|   |   | W.K.4               | <u>W.1.4</u>        |
| Progression of<br>Standard Across<br>Grades       |   | (Begins in grade 3) | (Begins in grade 3) |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

| W.K.5  | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.        |   |   |  |
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| To address this stand  | lard, students could:  |   |   |  |
| <ul> <li>Discuss work they produced with a peer or adult.</li> <li>Respond to questions about reasons why they chose to include or exclude certain details in their work.</li> <li>Make changes to original work based on ideas from peers or adults.</li> </ul> |  |   |   |  |
| Kansas High School<br>Graduates Can:   |  |   |   |  |
|  | CL.W.p4.3  | W.K.5   | W.1.5   |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and<br>support, responds to<br>questions and<br>suggestions and adds<br>details to drawings or<br>emergent writing as<br>needed. | With guidance and<br>support from adults,<br>respond to questions<br>and suggestions from<br>peers and add details to<br>strengthen writing as<br>needed. | With guidance and<br>support from adults,<br>focus on a topic,<br>respond to questions<br>and suggestions from<br>peers, and add details<br>to strengthen writing as<br>needed. |  |

| W.K.6   | <i>With guidance and support from adults</i> , explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |   |   |
|---|--|---|---|
| To address this stand   | ard, students <i>could</i> :   |   |   |
| <ul> <li>Use a tablet or computer to produce drawing or writing that expresses thoughts and ideas.</li> <li>Explore apps that assist with organizing thoughts, giving and receiving feedback, and expressing thoughts and ideas.</li> <li>Follow a writing process that includes brainstorming, drafting, asking for feedback, and showcasing or printing off a final product.</li> </ul> |  |   |   |
| Kansas High School<br>Graduates Can:  | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |   |   |
|   |  |   |   |
|   | CL.W.p4.4  | W.K.6   | <u>W.1.6</u>  |
| Progression of<br>Standard Across<br>Grades   | With guidance and<br>support, explores a<br>variety of digital tools to<br>produce and publish<br>emergent writing (e.g.,<br>uses the class camera<br>to record the growth of<br>the class garden; asks<br>for help searching the<br>internet for pictures of<br>animals to illustrate a<br>book or directions for a<br>task). | With guidance and<br>support from adults,<br>explore a variety of<br>digital tools to produce<br>and publish writing,<br>including in<br>collaboration with<br>peers. | With guidance and<br>support from adults,<br>use a variety of digital<br>tools to produce and<br>publish writing,<br>including in<br>collaboration with<br>peers. |

| 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 stand  | ard, students <i>could</i> :  |   |  |  |
| <ul> <li>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.</li> <li>Collaborate with peers to produce an original writing about their learning using a file sharing platform.</li> </ul> |   |   |  |  |
| Kansas High School<br>Graduates Can:   |   |   |  |  |
|  | CL.W.p4.5 W.K.7 <u>W.1.7</u>  |   |  |  |
| Progression of<br>Standard Across<br>Grades  | Participates in shared<br>research and writing<br>projects (e.g., explores<br>a number of books by a<br>favorite author and<br>expresses opinions<br>about them). | Participate in shared<br>research and writing<br>projects (e.g., explore a<br>number of books by a<br>favorite author and<br>express opinions about<br>them). | Participate in shared<br>research and writing<br>projects (e.g., explore a<br>number of "how-to"<br>books on a given topic<br>and use them to write a<br>sequence of<br>instructions). |  |

| W.K.8  | <i>With guidance and support from adults</i> , gather information from provided sources to answer a question.  |   |  |  |
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| To address this stand  | lard, students could:  |   |  |  |
| <ul> <li>Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.</li> <li>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.)</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:   |  |   |  |  |
|  | CL.W.p4.6 W.K.8 W.1.8  |   |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and<br>support from adults,<br>recalls information from<br>experiences or gathers<br>information from<br>provided sources to<br>answer a question. | With guidance and<br>support from adults,<br>gather information from<br>provided sources to<br>answer a question. | With guidance and<br>support from adults,<br>recall information from<br>experiences or gather<br>information from<br>provided sources to<br>answer a question. |  |

| W.K.9                                       | (Begins in grade 4)                               |                     |                     |
|---|---|---------------------|---------------------|
| To address this stand                       | To address this standard, students <i>could</i> : |                     |                     |
| Kansas High School<br>Graduates Can:        |   |                     |                     |
|   |   | W.K.9               | <u>W.1.9</u>        |
| Progression of<br>Standard Across<br>Grades |   | (Begins in grade 4) | (Begins in grade 4) |

|   | Demonstrate command o<br>usage when writing.  | f the conventions of standa  | rd English grammar and  |  |
|---|---|--|---|--|
| W.K.10                                      | <ul> <li>a. Print many upper and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs in writing.</li> <li>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ul> |  |   |  |
| To address this stand                       |   |  |   |  |
| has illustrated a                           | <ul> <li>Write the names of classmates in a collaboratively-created class book in which each student has illustrated a page.</li> <li>In collaboration with peers and adults, write a paragraph explaining the best part about being a Kindergartener.</li> </ul>   |  |   |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use standard English grammar and usage when writing.   |  |   |  |
|   |   |  |   |  |
|   | CL.LS.p4.1 W.K.10 <u>W.1.10</u>   |  |   |  |
| Progression of<br>Standard Across<br>Grades | Demonstrates an<br>emerging command of<br>the conventions of<br>standards English<br>grammar and usage<br>when writing or<br>speaking.  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |  |

| W.K.11<br>To address this stand             | <ul> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for <i>most</i> consonant and short vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</li> </ul> |   |  |  |
|---|---|---|--|--|
| them phonetical                             | <ul> <li>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.</li> <li>Write captions to accompany images or their own illustrations.</li> </ul>   |   |  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.   |   |  |  |
|   | _   | _   | _  |  |
|   | CL.LS.p4.2  | W.K.11  | <u>W.1.11</u>  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrates a<br>beginning awareness of<br>the conventions of<br>writing by using some<br>letters to match sounds<br>in words (e.g., uses the<br>beginning letter to write<br>or represent a word or<br>"trk" for truck) and<br>usually writing from left<br>to right. May reverse<br>some letters.  | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above to see<br>details.) |  |

|   |                     | innig               |                     |
|---|---------------------|---------------------|---------------------|
| W.K.12  | (Begins in grade 3) |                     |                     |
| To address this standard, students <i>could</i> : |                     |                     |                     |
| Kansas High School<br>Graduates Can:              |                     |                     |                     |
|   |                     | W.K.12              | W.1.12              |
| Progression of<br>Standard Across<br>Grades       |                     | (Begins in grade 3) | (Begins in grade 3) |

| SL.K.1  | <ul> <li>Participate in collaborative conversations about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups.</li> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> |  |  |  |
|---|--|--|--|--|
| To address this stand   |  |  |  |  |
| <ul> <li>Participate in think-pair-share and turn-and-talk strategies as a tool for critical thinking.</li> <li>Participate in listening triads in order to practice listening, speaking, and communicating a discussion topic.</li> <li>Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.</li> </ul> |  |  |  |  |
| Kansas High School<br>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.   |  |  |  |
|   |  |  |  |  |
|   | CL.SL.p4.1 SL.K.1 <u>SL.1.1</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | CL.SL.p4.1SL.K.1SL.1.1Participates in<br>collaborative<br>conversations with<br>diverse partners about<br>preschool topics and<br>texts with peers and<br>adults in small and<br>larger groups.Participate in<br>collaborative<br>conversations with<br>   |  |  |  |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

| SL.K.2   | Confirm understanding of a text read aloud or information presented orally<br>or through other media by asking and answering questions about key details<br>and requesting clarification if something is not understood.   |        |               |  |
|--|--|--------|---------------|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Ask questions to make sure their understanding is accurate.</li> <li>Use dramatic play or puppets to retell and recall key details of a story.</li> </ul> |  |        |               |  |
| Kansas High School<br>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 | <u>SL.1.2</u> |  |
| Progression of<br>Standard Across<br>Grades  | CL.SL.p4.2SL.K.2SL.1.2Confirms understanding<br>of a text read aloud or<br>information presented<br>orally or through other<br>media by asking and<br>answering reasoning<br>questions (e.g., why,<br>how) about key details<br>and requesting<br>clarification if<br>something is not<br>understood.Confirm understanding<br>of a text read aloud or<br>information presented<br>orally or through other<br>media by asking and<br> |        |               |  |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
|--------|---|
|        | 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 Istatements, 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 Hig<br>Graduate | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence. |
|------------------------|--|
|                        |  |

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

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| SL.K.4                                      | Use details to describe familiar people, places, things, and/or events <i>with prompting and support</i> .   |   |  |  |  |
|---|--|---|--|--|--|
| To address this stand                       | ard, students could:   |   |  |  |  |
|   | ibe a family tradition or cult<br>ibe people and places in th  |   |  |  |  |
| Kansas High School<br>Graduates Can:        | Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience. |   |  |  |  |
|   | CL.Sl.p4.3 SL.K.4 <u>SL.1.4</u>  |   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Uses some basic<br>spatial (e.g., front/back,<br>top/bottom) and<br>temporal (e.g., first/last,<br>before/ after) concepts<br>to describe familiar<br>people, places, things<br>and events.                                      | Use details to describe<br>familiar people, places,<br>things, and or events<br><i>with prompting and</i><br><i>support</i> . | Use relevant details to<br>describe people, places,<br>things, and events<br>expressing ideas and<br>feelings clearly. |  |  |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

| SL.K.5  | Add drawings or other visual displays to descriptions as desired to provide additional detail.  |  |  |  |
|---|---|--|--|--|
| To address this stand   | ard, students <i>could</i> :  |  |  |  |
| <ul> <li>Produce physical or digital drawings depicting information described with detail.</li> <li>Cut out images from a magazine and use them to illustrate an idea.</li> </ul> |   |  |  |  |
| Kansas High School<br>Graduates Can:  | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |  |  |  |
|   |   |  |  |  |
|   | CL.SL.p4.4  | SL.K.5   | <u>SL.1.5</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Able to tell another<br>person about what<br>they have drawn.   | Add drawings or other<br>visual displays to<br>descriptions as<br>desired to provide<br>additional detail. | Add drawings or other<br>visual displays to<br>descriptions when<br>appropriate to clarify ideas,<br>thoughts, and feelings. |  |

**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<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations. |  |   |
|---|---|--|---|
|   | CL.SL.p4.5  | SL.K.6   | <u>SL.1.6</u>   |
| Progression of<br>Standard Across<br>Grades | Speaks<br>understandably to<br>express ideas,<br>feelings and needs.                | Speak with appropriate<br>volume, enunciation,<br>and rate in order to<br>express thoughts,<br>feelings, and ideas<br>clearly. | Produce complete<br>sentences when<br>appropriate to task and<br>situation demonstrating<br>proper usage of English<br>grammar. |

| Speaking and Listening                          |  |  |   |  |
|---|--|--|---|--|
| <ul> <li>Engage in conve<br/>topics.</li> </ul> | <ul> <li>Demonstrate command of the conventions of standards English grammar and usage when speaking.</li> <li>a. Use frequently occurring nouns and verbs in speech.</li> <li>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>e. Produce and expand complete sentences in shared language activities.</li> </ul> |  |   |  |
| 5   | ppropriate question words in sma   | all group discussions in a   | order to gain   |  |
| Kansas High<br>School Graduates<br>Can:         | Accurately and effectively use standard English grammar and usage when speaking.   |  |   |  |
|   |  |  |   |  |
| Progression of<br>Standard Across<br>Grades     | CL.LS.p4.1<br>Demonstrates an emerging<br>command of the conventions<br>of standard English grammar<br>and usage when writing or<br>speaking.<br>a. Prints some upper and<br>lower-case letters.<br>b. Uses frequently occurring<br>nouns and verbs.<br>c. Forms regular plural nouns<br>orally by adding /s/ or /es/.<br>d. Understands and uses<br>most question words.<br>e. Uses the many frequently<br>occurring prepositions.<br>f. Produces complete<br>sentences in shared<br>language activities.   | SL.K.7<br>Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.) | <u>SL.1.7</u><br>Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking.<br>(Click link above for<br>more detail.) |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### Kindergarten **Speaking and Listening** Use words and phrases acquired through conversations, reading, and SL.K.8 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 newlyacquired 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. Use a variety of context-appropriate words in a range of situations, and Kansas High School

engage in effective strategies for determining word meanings and adding

•

Graduates Can:

|   | CL.SL.p4.5   | SL.K.8  | <u>SL.1.8</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | With prompting and<br>support, begins to use<br>new words and phrases<br>acquired through<br>conversations, reading<br>and being read to and<br>responding to texts. | Use words and<br>phrases acquired<br>through conversations,<br>reading, and through<br>being read to. | Use words and phrases<br>acquired through<br>conversations, reading<br>and being read to, and<br>responding to texts,<br>including using<br>frequently-occurring<br>conjunctions to signal<br>simple relationships. |

new words to a personal vocabulary bank.

| K  | <u>1</u>   | <u>2</u>                | <u>3</u>  |   |  | <u>6</u><br>ergart<br>Found             | 7<br>en<br>ational  | <u>8</u>                                 | <u>9-1</u> | <u>0</u>                       | <u>11-12</u>  |
|--|--|-------------------------|---|---|--|---|---|--|------------|--------------------------------|---|
|  |  |                         |   |   | Print  | Concep                                  | ots   |  |            |                                |   |
| Demonstrate understanding of the organization and basic features of print.   |  |                         |   |   |  |   |   |  |            |                                |   |
| RF.K.  | <ul> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print and can point with one-to-one correspondence.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> |                         |   |   |  |   |   |  |            |                                |   |
| <ul> <li>To address this standard, students could:</li> <li>Participate in daily classroom routines that expose them to the print concepts listed above</li> <li>Say the letters that appear in their own names or the names of their classmates.</li> <li>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.</li> </ul> |  |                         |   |   |  |   |   |  |            |                                |   |
|  |  |                         | C   | CL.F.p4   | .1   |   | I   | RF.K.1                                   |            | _                              | <u>RF.1.1</u>   |
| Progressi<br>Standard A<br>Grade   | Across   | the<br>feat<br>a.<br>b. | monstrate<br>organiza<br>tures of p<br>Follows v<br>right, top<br>page by<br>Recogniz<br>words ar<br>written la<br>sequenc<br>Recogniz<br>grouped | ation an<br>orint.<br>words fi<br>to botto<br>page.<br>zes that<br>re repre<br>anguage<br>res of le<br>zes that | d basic<br>rom lef<br>om and<br>spoke<br>sented<br>e by sp<br>tter.<br>t letters | t to<br>d<br>n<br>in<br>ecific<br>s are | Demons<br>underst<br>organiza<br>basic fe<br>print. (S<br>above.) | anding<br>ation ar<br>atures<br>see deta | nd<br>of   | unde<br>orga<br>basic<br>print | onstrate<br>erstanding of the<br>nization and<br>c features of<br>. (Click link<br>/e for details.) |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Kindergarten Reading: Foundational

| Reading: Foundational                          |   |  |   |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|
|  | Phonological Awar   | eness  |   |  |  |  |  |  |
|  | Demonstrate understanding of spo<br>(phonemes).   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |   |  |  |  |  |  |
| RF.K.2   | <ul> <li>b. Count, pronounce, blend, at</li> <li>c. Blend and segment onsets</li> <li>d. Isolate and pronounce the it (phonemes) in three-phone words. (This does not include)</li> </ul>   | <ul> <li>a. Recognize and produce rhyming words (if culturally appropriate).</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |   |  |  |  |  |  |
| To address th                                  | nis standard, students could:   |  |   |  |  |  |  |  |
| See how m                                      | sounds that are present in a single word.<br>hany different words they can make that enduce many one-syllable words.  | d with the letters "AT" o  | r another ending that   |  |  |  |  |  |
|  |   |  |   |  |  |  |  |  |
|  | CL.F.p4.2   | RF.K.2   | <u>RF.1.2</u>   |  |  |  |  |  |
| Progression<br>of Standard<br>Across<br>Grades | <ul> <li>Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):</li> <li>a. Recognizes and produces rhyming words.</li> <li>b. Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).</li> <li>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).</li> <li>d. States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).</li> </ul> | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and<br>sounds<br>(phonemes). (See<br>details above.)  | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and<br>sounds<br>(phonemes). (Click<br>link above for<br>details.) |  |  |  |  |  |

K123456789-1011-12Kindergarten<br/>Reading: Foundational

|   | Reading: Fou   | ndational  |   |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|
|   | Phonics and Word   | d Recognition  |   |  |  |  |  |  |
|   | Know and apply grade-level phonic  | cs and word analysis skill   | s in decoding words.  |  |  |  |  |  |
| RF.K.3                                      | <ul> <li>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.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the</li> </ul> |  |   |  |  |  |  |  |
| To oddroop this                             | letters that differ (e.g., bat/c<br>standard, students <i>could</i> :  | at, bat/bit/, bat/bad).  |   |  |  |  |  |  |
| •   | <ul> <li>Begin to blend sounds in CVC words.</li> <li>Demonstrate that vowels can have a short sound or a long sound.</li> </ul>   |  |   |  |  |  |  |  |
|   | CL.F.p4.3  | RF.K.3   | <u>RF.1.3</u>   |  |  |  |  |  |
| Progression of<br>Standard<br>Across Grades | <ul> <li>Knows and applies age<br/>appropriate word analysis skills<br/>in decoding words.</li> <li>a. Demonstrates basic<br/>knowledge of letter-sound<br/>correspondence by producing<br/>the sound of some letters.</li> <li>b. Identifies own name in print.</li> <li>c. Recognizes and "reads"<br/>familiar words or<br/>environmental print.</li> </ul>  | Know and apply<br>grade-level phonics<br>and word analysis<br>skills in decoding<br>words. (See details<br>above.) | Know and apply<br>grade-level phonics<br>and word analysis<br>skills in decoding<br>words. (Click link<br>above for details.) |  |  |  |  |  |

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

Kindergarten

## **Reading: Foundational**

Fluency With prompting and support, read emergent-reader texts with purpose and RF.K.4 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. • CL.F.p3.4 **RF.K.4 RF.1.4** With prompting and Read with sufficient accuracy Displays emergent

| Progression of<br>Standard Across<br>Grades | reading behaviors<br>with purpose and<br>understanding using<br>a familiar book (e.g., | <i>support</i> , read<br>emergent-reader texts<br>with purpose and<br>understanding. | and fluency to support<br>comprehension. |  |
|---|--|--|--|--|
|   | a familiar book (e.g., pretend reading).   | understanding.   |  |  |

| <u>K 1</u>   | <u>2</u> | <u>3</u>   |                   | Kinde     | <u>6</u><br>ergarte<br>: Litera | en   | <u>8</u>                   | <u>9-10</u> | <u>11-12</u>                            |
|--|----------|--|-------------------|-----------|---------------------------------|--|----------------------------|-------------|---|
| <b>RL.K.1</b> <i>With prompting and support</i> , students will ask and answer question about key details in a text.   |          |  |                   |           |                                 | questions  |                            |             |   |
| <ul><li>To address this state</li><li>After a read-alout</li></ul>   |          |  |                   |           | lestions                        | aloud.   |                            |             |   |
| <ul> <li>Use details from<br/>about key details</li> </ul>   | illus    |  | •                 |           |                                 |  | , to ask                   | and answe   | r questions                             |
| Kansas High School<br>Graduates Can:Read closely through multiple interactions with a text in order to<br>determine what the text says explicitly and to make logical inference<br>specific textual evidence when writing or speaking to support concl<br>drawn from the text. |          |  |                   |           |                                 | l inferences; cite   |                            |             |   |
|  |          |  |                   |           |                                 |  |                            |             |   |
|  |          | CL   | L.p4.             | 1         |                                 | RL.K   | .1                         |             | <u>RL.1.1</u>                           |
| Progression of<br>Standard Across<br>Grades  | 5        | With pror<br>support, a<br>answers<br>about key<br>text. | asks a<br>questio | nd<br>ons | suppo<br>ask ar<br>quest        | promptir<br>prt, stude<br>nd answ<br>ions abo<br>s in a te | ents will<br>er<br>out key | questic     | d answer<br>ons about key<br>in a text. |

## 456789-1011-12Kindergarten<br/>Reading: Literature <u>K 1 2 3</u>

| RL.K.2   | With prompting and support, retell familiar stories, including key details.               |  |   |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|
| To address this stand  | To address this standard, students <i>could</i> :   |  |   |  |  |  |  |  |
| <ul><li>Retell a story using puppets or props.</li><li>Draw pictures representing the beginning, middle, and end of a story.</li></ul> |   |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | -   |  |   |  |  |  |  |  |
|  |   |  |   |  |  |  |  |  |
|  | CL.L.p4.2   | RL.K.2   | <u>RL.1.2</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With prompting and<br>support, retells stories<br>with increasing detail<br>and accuracy. | With prompting and<br>support, retell familiar<br>stories, including key<br>details. | Retell stories, including<br>key details, and<br>demonstrate<br>understanding of their<br>central message or<br>lesson. |  |  |  |  |  |

## 456789-1011-12Kindergarten<br/>Reading: Literature <u>K 1 2 3</u>

| RL.K.3   | <i>With prompting and support</i> , identify characters, settings, and major events in a story.  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| To address this stand  | To address this standard, students <i>could</i> :  |  |  |  |  |  |  |  |  |
| <ul> <li>Identify characters (who), setting (where, when), and major events (what, how, why).</li> <li>Act out a story following a read aloud and identify the characters, the setting, and the major events.</li> </ul> |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | CL.L.p4.3  | RL.K.3   | <u>RL.1.3</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | <i>With prompting and support</i> , identifies characters, settings and major events in a story. | <i>With prompting and support</i> , identify characters, settings and major events in a story. | Describe character,<br>settings, and major<br>events in a story, using<br>key details. |  |  |  |  |  |  |

## 456789-1011-12Kindergarten<br/>Reading: Literature <u>K 1 2 3</u>

| RL.K.4                                      | Ask and answer questions about unknown words in a text.   |        |               |  |  |  |  |  |  |
|---|---|--------|---------------|--|--|--|--|--|--|
| To address this stand                       | ard, students could:  |        |               |  |  |  |  |  |  |
| • Act out the feelings                      | <ul> <li>Dictate, draw, or write about the feelings of a character in a story or poem.</li> <li>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.)</li> </ul> |        |               |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | <b>School</b> Recognize the ways in which the author's word choice and use of figurative  |        |               |  |  |  |  |  |  |
|   |   |        |               |  |  |  |  |  |  |
|   | CL.L.p4.4   | RL.K.4 | <u>RL.1.4</u> |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Asks and answers<br>questions about<br>unknown words in a<br>text.Ask and answer questions<br>about unknown words in a<br>text.Identify words and<br>phrases in stories or<br>poems that suggest<br>feelings or appeal to<br>the senses.              |        |               |  |  |  |  |  |  |

# 456789-1011-12Kindergarten<br/>Reading: Literature <u>K 1 2 3</u>

| 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<br>Graduates Can:   | Kansas High School       Understand how an author uses text features and other elements to organize         text (e.g., How do chapters work together to build a book2) and affect |  |   |  |  |  |  |  |
|  |  |  |   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | CL.L.p4.5<br>Students interact with a<br>variety of common<br>types of texts (e.g.,<br>storybooks, poems,<br>songs).   | RL.K.5<br>Recognize common<br>types of texts (e.g.,<br>storybooks, poems). | <u>RL.1.5</u><br>Explain major<br>differences between<br>books that tell stories<br>and books that give<br>information, drawing on<br>a wide reading of a<br>range of text types. |  |  |  |  |  |

# 456789-1011-12Kindergarten<br/>Reading: Literature <u>K 1 2 3</u>

| RL.K.6                                      | <i>With prompting and support</i> , name the author and illustrator of a story and define the role of each in telling the story.   |  |                 |  |  |  |  |
|---|--|--|-----------------|--|--|--|--|
| To address this stand                       | ard, students could:   |  |                 |  |  |  |  |
|   | blore the job of an author and a book in which one stude   | nd the job of an illustrator.<br>ent is an author and one is | an illustrator. |  |  |  |  |
| Kansas High School<br>Graduates Can:        |  |  |                 |  |  |  |  |
|   |  |  |                 |  |  |  |  |
|   | CL.L.p4.6  | RL.K.6   | <u>RL.1.6</u>   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | With prompting and<br>support, can describe<br>the role of an author<br>and an illustrator.With prompting and<br>support, name the<br>author and illustrator of<br>a story and define the<br>role of each in telling the<br>story.Identify who is telling<br>the story at various<br>points in a text. |  |                 |  |  |  |  |

| K                           | <u>1</u>  | <u>2</u>     | <u>3</u>   |          |     | <u>6</u><br>ergarte<br>: Litera                        |  | <u>8</u>   | <u>9-</u> 1 | <u>10</u>       | <u>11-12</u>   |
|-----------------------------|---|--------------|--|----------|-----|--|--|--|-------------|-----------------|--|
| RL.I                        | <b>RL.K.7</b> <i>With prompting and support</i> , describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  |              |  |          |     |  |  |  |             |                 |  |
| Match ill                   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Match illustrations to events and ideas in the text.</li> </ul>  |              |  |          |     |  |  |  |             |                 |  |
| Kansas Hig                  | <ul> <li>Create an illustration based on a piece of text provided by the teacher.</li> <li>Kansas High School<br/>Graduates Can:</li> <li>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</li> </ul> |              |  |          |     |  |  |  |             |                 |  |
|                             |   |              |  |          |     |  |  |  |             |                 |  |
|                             |   |              | CL   | L.p4.7   |     |  | RL.ł   | <b>(</b> .7  |             |                 | <u>RL.1.7</u>  |
| Progres<br>Standard<br>Grae | Across  | s<br>il<br>n | <i>Vith promupport</i> , upport, u<br>lustration<br>najor eve<br>tory. | ises the | ell | suppo<br>relatio<br>illustra<br>story<br>appea<br>mome | promptii<br>ort, desc<br>onship b<br>ations a<br>in which<br>ar (e.g.,<br>ent in a<br>ation de | ribe the<br>etween<br>nd the<br>they<br>what<br>story ar | )<br>(      | detail<br>descr | lustrations and<br>s in a story to<br>ibe its characters,<br>g, or events. |

| ĸ                            | <u>1</u>  | <u>2</u> | <u>3</u>               |   | Kinde | <u>6</u><br>ergarte<br>: Litera | en               | <u>8</u> | <u>9-10</u>        | <u>11-12</u>          |  |
|------------------------------|---|----------|------------------------|---|-------|---------------------------------|------------------|----------|--------------------|-----------------------|--|
| RL.F                         | RL.K.8 (Not applicable for literature)            |          |                        |   |       |                                 |                  |          |                    |                       |  |
| To address                   | To address this standard, students <i>could</i> : |          |                        |   |       |                                 |                  |          |                    |                       |  |
| Kansas Hig<br>Graduate       |   |          | ollow the<br>vidence p | - | _     | jument k                        | based o          | n the va | lidity of the      | claim and             |  |
|                              |   |          |                        |   |       |                                 |                  |          |                    |                       |  |
|                              |   |          |                        |   |       |                                 | RL.K             | .8       |                    | RL.1.8                |  |
| Progress<br>Standard<br>Grac | Across  |          |                        |   |       | (Not a<br>literatu              | oplicabl<br>ire) | e for    | (Not a<br>literatu | pplicable for<br>ıre) |  |

| <u>K 1</u>   |                               | <u>6</u> 7 <u>8</u> 9<br>rgarten<br>Literature             | <u>-10</u> <u>11-12</u> |  |  |  |  |
|--|-------------------------------|--|-------------------------|--|--|--|--|
| <b>RL.K.9</b> <i>With prompting and support</i> , compare and contrast the adventures and experiences of characters in familiar stories.   |                               |  |                         |  |  |  |  |
| To address this stand  | lard, students <i>could</i> : |  |                         |  |  |  |  |
| <ul> <li>Compare two stories about a similar theme in order to identify common experiences and ways characters deal with a common experience.</li> <li>Compare two or more versions of a story, identifying similarities and differences between characters and their actions.</li> </ul>                          |                               |  |                         |  |  |  |  |
| Kansas High School<br>Graduates Can:   | •                             | e texts address similar them<br>npare the approaches the a |                         |  |  |  |  |
|  |                               |  |                         |  |  |  |  |
|  | CL.L.p4.8                     | RL.K.9   | <u>RL.1.9</u>           |  |  |  |  |
| Progression of<br>Standard Across<br>GradesWith prompting and<br>support, begins to<br>compare and contrast<br>the adventures and<br>experiences of<br>characters in familiar<br>stories.With prompting and<br>support, compare and<br>contrast the adventures<br>and experiences of<br>characters in familiar<br> |                               |  |                         |  |  |  |  |

| <u>K 1</u>                           | <u>2 3 4</u>              | <u>5</u> <u>6</u>        | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|--------------------------------------|---------------------------|--------------------------|----------|----------|-------------|--------------|
|                                      |                           | Kindergaı<br>ading: Lite |          |          |             |              |
| RL.K.10                              | (Begins in Grade 2        | .)                       |          |          |             |              |
| To address this stan                 | lard, students <i>cou</i> | ıld:                     |          |          |             |              |
| Kansas High School<br>Graduates Can: |                           |                          |          |          |             |              |

|   | RL.K.10 | RL.1.10 |
|---|---------|---------|
| Progression of<br>Standard Across<br>Grades |         |         |

| <u>K</u>   | <u>1</u>   | <u>2</u>                       | <u>3</u>  | <u>4</u>  | <u>5</u>                               | <u>6</u>                                | <u>7</u>                         | <u>8</u>                     | <u>9-1(</u>                          | <u>)</u>  | <u>11-12</u>  |
|--|--|--------------------------------|---|---|--|---|----------------------------------|------------------------------|--------------------------------------|---|---|
|  | Kindergarten   |                                |   |   |  |   |                                  |                              |                                      |   |   |
|  | Reading: Literature  |                                |   |   |  |   |                                  |                              |                                      |   |   |
| RI   | <ul> <li>RL.K.11</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</li> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i>).</li> <li>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.</li> </ul> |                                |   |   |  |   |                                  |                              |                                      |   |   |
| To addre   | ss this star   | Idarc                          | d, stude  | nts <i>cou</i>  | ld:                                    |   |                                  |                              |                                      |   |   |
| <ul> <li>Work with peers to determine meanings of teacher-selected words <i>outside of</i> the context of a teacher-selected text; then work with peers to determine whether their meanings are correct, given the context of the text.</li> <li>Participate with peers in a think-aloud to determine how words with a specific affix affect the meaning of a text.</li> </ul> |  |                                |   |   |  |   |                                  |                              |                                      |   |   |
|  | High Schoo<br>ates Can:  | l bi                           |   | nowledg   | e of ne                                | w words                                 | , as we                          | ll as en                     | ty of con<br>ploying                 |   | by consistently<br>gies for   |
|  |  | ·                              |   |   |  |   |                                  |                              |                                      |   |   |
|  |  |                                | CL.   | LS.p4.3   |  |   | RL.K.                            | .11                          |                                      |   | RL.1.11   |
| Standa   | ession of<br>rd Across<br>ades   | th<br>ur<br>m<br>as<br>ar<br>a | etermine<br>le meani<br>nknown<br>leaning v<br>ssistance<br>n adult (e<br>frame of<br>ontext or | ng of<br>and mult<br>words wi<br>e or cues<br>e.g., prov<br>f referen | tiple<br>th<br>s from<br>viding<br>ce, | meani<br>and m<br>words<br><i>based</i> | ng of un<br>ultiple-n<br>and phi | neaning<br>rases<br>dergarte | me<br>an<br>wo<br>en ba<br>rea<br>ch | eaning<br>d mult<br>ords ar<br>ised of<br>ading<br>oosing | ne or clarify the<br>g of unknown<br>tiple-meaning<br>nd phrases<br><i>n Grade 1</i><br><i>and content</i> ,<br>g flexibly from a<br>of strategies. |

| <u>K 1</u>   | 2 <u>3</u> <u>4</u> <u>5</u><br>Kinde   | <u>6 7 8 9</u><br>rgarten  | <u>)-10</u> <u>11-12</u>   |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
|  |   | <b>Literature</b><br>ort from adults, explore word   | d relationships and  |  |  |  |  |  |
| RL.K.12  | <ul> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul> |  |  |  |  |  |  |  |
| To address this stand  | ard, students could:  |  |  |  |  |  |  |  |
| <ul> <li>Participate with peers in an inductive reasoning activity to sort words associated with Kindergarten.</li> <li>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)</li> </ul> |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Kansas High School  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |
|  | CL.LS.p4.4  | RL.K.12  | <u>RL.1.12</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | <ul> <li>With guidance and<br/>support, explores word<br/>relationships and<br/>nuances in word<br/>meanings.</li> <li>a. Demonstrates an<br/>understanding of<br/>some frequently<br/>occurring verbs and<br/>adjectives by<br/>relating them to their<br/>opposites.</li> <li>b. Distinguishes<br/>among some verbs<br/>describing the same<br/>general action by<br/>acting out the<br/>meanings.</li> </ul>   | With guidance and<br>support from adults,<br>explore word<br>relationships and<br>nuances in word<br>meanings. (See details<br>above.) | With guidance and<br>support from adults,<br>demonstrate<br>understanding of word<br>relationships and<br>nuances in word<br>meanings. |  |  |  |  |  |

| K                           | <u>1</u>  | <u>2</u> <u>3</u>  | 4 <u>5</u><br>Kinde<br>Reading  | ergarte                                     | n                    | <u>8</u>          | <u>9-10</u>  | <u>11-12</u>  |  |
|-----------------------------|---|--|---|---|----------------------|-------------------|--|---|--|
| RL.K                        | <b>RL.K.13</b> Listen to high quality prose and poetry of appropriate complexity for Kindergarten.  |  |   |   |                      |                   |  |   |  |
| To address                  | this stand  | lard, studer   | nts <i>could</i> :  |   |                      |                   |  |   |  |
| Select a                    | <ul> <li>Participate in read alouds of increasingly complex text at or above Kindergarten level.</li> <li>Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.</li> </ul> |  |   |   |                      |                   |  |   |  |
|                             | Kansas High School<br>Graduates Can:  |  |   |   |                      |                   |  |   |  |
|                             |   | _  |   | _   |                      |                   |  |   |  |
|                             |   | CL   | .L.p4.9   |   | RL.K.1               | 3                 |  | <u>RL.1.13</u>  |  |
| Progres<br>Standard<br>Grac | Across  | reading ac<br>purpose a<br>understan<br>asks for a<br>to be read | small group<br>ctivities with<br>nd<br>ding (e.g.,<br>favorite book<br>, participates<br>rhymes and<br>rs using<br>ying | Listen to<br>prose a<br>appropr<br>for Kind | nd poet<br>riate cor | ry of<br>nplexity | suppo<br>comp<br>qualit<br>of app<br>quant<br>qualit | prompting and<br>prt, read and<br>rehend high<br>y prose and poetry<br>propriate<br>titative and<br>ative complexity<br>rade 1. |  |

# K123456789-1011-12Kindergarten<br/>Reading: Informational

| RI.K.1   | <i>With prompting and support</i> , ask and answer questions about key details in a text.   |        |               |  |  |  |  |  |
|--|---|--------|---------------|--|--|--|--|--|
| To address this stand  | ard, students could:  |        |               |  |  |  |  |  |
| <ul> <li>Answer comprehension questions aloud after participating in a read aloud activity.</li> <li>Refer to illustrations, photographs, and graphics, etc., to ask and answer key detail questions.</li> </ul> |   |        |               |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |        |               |  |  |  |  |  |
|  |   |        |               |  |  |  |  |  |
|  | CL.IT.p4.1  | RI.K.1 | <u>RI.1.1</u> |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With prompting and<br>support, ask and<br>answer questions about<br>key details in a text.With prompting and<br>support, ask and<br>answer questions about<br>key details in a text.Ask and answer<br>questions about<br>details in a text. |        |               |  |  |  |  |  |

| ĸ   | <u>1</u>  | 2     | <u>3</u> | k                                      | Kinde | <u>6</u><br>rgarte | en   |                    | <u>9-10</u> | <u>11-12</u>                            |
|---|---|-------|----------|--|-------|--------------------|--|--------------------|-------------|---|
| <b>RI.K.2</b> <i>With prompting and support</i> , identify the main topic and retell key details of a text. |   |       |          |  |       |                    |  |                    |             |   |
| To address  | this star   | dard, | studen   | ts coul                                | ld:   |                    |  |                    |             |   |
|   | <ul> <li>Retell a peer or adult how something works based on a text read aloud.</li> <li>Draw a diagram to explain a key idea or concept from a text.</li> </ul>  |       |          |  |       |                    |  |                    |             |   |
|   | Kansas High School<br>Graduates Can:Determine central ideas or themes of a text and analyze their development;<br>summarize the key supporting details and ideas. |       |          |  |       |                    |  |                    |             | ir development;                         |
|   |   | ·     |          |  |       |                    |  |                    |             |   |
|   |   |       | CL.I     | T.p4.2                                 |       |                    | RI.K.  | 2                  |             | <u>RI.1.2</u>                           |
| Progress<br>Standard<br>Grad  | Across  | sup   | • •      | o <i>ting an</i><br>tells key<br>text. |       | suppo<br>main te   | <i>romptin</i><br>rt, identi<br>opic and<br>tails of a | fy the<br>d retell |             | y the main topic<br>tell key details of |

| K   | 1  | <u>2</u>       | <u>3</u>  |                            | Kinde                 | <u>6</u><br>ergarte<br>nforma         | en       |  | <u>9-10</u> | <u>) 11-12</u>  |  |
|---|--|----------------|---|----------------------------|-----------------------|---------------------------------------|----------|--|-------------|---|--|
| <b>RI.K.3</b> <i>With prompting and support</i> , describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |                |   |                            |                       |                                       |          |  |             |   |  |
| To address  | To address this standard, students <i>could</i> :  |                |   |                            |                       |                                       |          |  |             |   |  |
|   | <ul> <li>Describe the connection between two individuals (who).</li> <li>Describe the connection between major events (what, how, why).</li> </ul> |                |   |                            |                       |                                       |          |  |             |   |  |
| Kansas Hig<br>Graduate  |  |                | xtract me<br>ructure a  | •                          |                       |                                       | m inforr | nationa                                | l text by   | analyzing its   |  |
|   |  |                |   |                            |                       |                                       |          |  |             |   |  |
|   |  |                | CL.   | IT.p4.3                    |                       |                                       | RI.K     | .3                                     |             | <u>RI.1.3</u>   |  |
| Progress<br>Standard<br>Grad  | Across   | su<br>cc<br>tw | <i>(ith prom<br/>upport</i> , d<br>onnectior<br>o events<br>formation | escribe<br>betwe<br>or pie | s the<br>en<br>ces of | suppor<br>connec<br>individ<br>ideas, |          | ribe the<br>tween t<br>rents,<br>es of | two two     | escribe the<br>nnection between<br>o individuals, events,<br>eas, or pieces of<br>ormation in a text. |  |

| K                           | 1 2  | <u>2</u> <u>3</u>            | 4 <u>5</u><br>Kinde<br>Reading: I | ergarte           |   | <u>8</u>        | <u>9-10</u>             | <u>11-12</u>  |  |  |  |
|-----------------------------|--|------------------------------|-----------------------------------|-------------------|---|-----------------|-------------------------|---|--|--|--|
| RI.H                        | <b>RI.K.4</b> <i>With prompting and support</i> , ask and answer questions about unknown words in a text.  |                              |                                   |                   |   |                 |                         |   |  |  |  |
| To address                  | this stand   | lard, studer                 | nts <i>could</i> :                |                   |   |                 |                         |   |  |  |  |
|                             | Dictate, draw, or write about the feelings of a primary figure included in a text.<br>Use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words. |                              |                                   |                   |   |                 |                         |   |  |  |  |
| Kansas Hig<br>Graduate      |  | •                            | •                                 |                   |   |                 |                         | use of figurative<br>thin the context of  |  |  |  |
|                             |  |                              |                                   |                   |   |                 |                         |   |  |  |  |
|                             |  | CL.                          | .IT.p4.4                          |                   | RI.K.                                       | 4               |                         | <u>RI.1.4</u>   |  |  |  |
| Progres<br>Standard<br>Grac | Across   | <i>support</i> , a answers q |                                   | suppor<br>questio | rompting<br>rt, ask a<br>ons abo<br>wn worc | nd answer<br>ut | quest<br>deterr<br>mean | nd answer<br>ions to help<br>nine or clarify the<br>ing of words and<br>es in a text. |  |  |  |

# K123456789-1011-12Kindergarten<br/>Reading: Informational

|   | V  |   |   |  |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|--|
| RI.K.5                                      | Identify the front cover, back cover, and title page of a book.  |   |   |  |  |  |  |  |  |  |
| To address this stand                       | To address this standard, students <i>could</i> :  |   |   |  |  |  |  |  |  |  |
| •   | It a front cover, back cover<br>ut the purpose of a front co   |   |   |  |  |  |  |  |  |  |
| Kansas High School<br>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. |   |   |  |  |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |  |  |
|   | CL.IT.p4.5   | RI.K.5  | <u>RI.1.5</u>   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Identifies the front<br>cover, back cover and<br>title page of a book.   | Identify the front cover,<br>back cover, and title<br>page of a book. | Know and use various<br>text features (e.g.,<br>headings, tables of<br>contents, glossaries,<br>electronic menus,<br>icons) to locate key<br>facts or information in a<br>text. |  |  |  |  |  |  |  |

#### Κ 2 1 <u>3</u> 4 7 8 9-10 11-12 **Kindergarten Reading: Informational** Name the author and illustrator of a text and define the role of each in **RI.K.6** 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. • Recognize that different perspectives can be presented in different ways for Kansas High School Graduates Can: different purposes. CL.IT.P6 **RI.K.6** RI.1.6 With prompting and Name the author and Distinguish between information provided by *support,* describes the illustrator of a text and **Progression of Standard Across** role of an author and an pictures or other define the role of each illustrator. in presenting the illustrations and Grades ideas or information in a information provided by the words in a text. text.

| <u>K</u> <u>1</u>  | <u>2</u>            | <u>3</u> <u>4</u><br>Re  | Kind                         | <u>6</u><br>ergarte<br>Informa  | en  | <u>8</u>   | <u>9-10</u>       | <u>11-12</u>   |  |  |
|--|---------------------|--|------------------------------|---|---|--|-------------------|--|--|--|
| <b>RI.K.7</b> <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).  |                     |  |                              |   |   |  |                   |  |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Match illustrations to events and ideas in the text.</li> <li>Create an illustration based on a piece of text provided by the teacher.</li> </ul> |                     |  |                              |   |   |  |                   |  |  |  |
| Kansas High Scho<br>Graduates Can:   |                     |  | <u> </u>                     |   |   |  | · ·               | ustrations, graphs,<br>and content.                      |  |  |
|  |                     | CL.IT.p4   | .7                           |   | RI.K.7  |  |                   | RI.1.7   |  |  |
| Progression of<br>Standard Across<br>Grades  | <i>sup</i><br>illus | <i>h prompting</i><br><i>port</i> , use th<br>trations to i<br>details in th | g <i>and</i><br>e<br>dentify | With pro<br>support,<br>relations<br>illustratic<br>in which<br>(e.g., wh<br>place, th<br>the text a<br>depicts). | <i>mpting</i><br>describ<br>hip bety<br>ons and<br>they ap<br>at pers<br>ing, or<br>an illust | and<br>be the<br>ween<br>the text<br>opear<br>on,<br>idea in | details<br>descri | e illustrations and<br>in a text to<br>be its key ideas. |  |  |

|      | <u>K</u>  | <u>1</u>            | <u>2</u> <u>3</u>  |   | <u>5</u> |         | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>    |  |  |
|------|---|---------------------|--|---|----------|---------|----------|---|-------------|-----------------|--|--|
|      | Kindergarten<br>Reading: Informational  |                     |  |   |          |         |          |   |             |                 |  |  |
|      |   |                     |  | Reau  | ng. n    | nonna   | alionai  |   |             |                 |  |  |
|      | <b>RI.K.8</b> <i>With prompting and support</i> , identify the reasons an author gives to support points in a text. |                     |  |   |          |         |          |   |             |                 |  |  |
| To a | nddress   | this stan           | dard, stude  | ents <i>could</i>   | d:       |         |          |   |             |                 |  |  |
| d    | langerou  | us, based           | •  | <b>U</b>  | Ū        |         |          |   | Ū           | t be considered |  |  |
|      | isas Hig<br>iraduate  | jh Schoo<br>es Can: |  | e logic of a  | •        | ument k | based or | n the val   | lidity of t | he claim and    |  |  |
|      |   |                     | ·  |   |          |         |          |   |             |                 |  |  |
|      |   |                     | CI   | IT.p4.8   |          |         | RI.K.    | 8   |             | <u>RI.1.8</u>   |  |  |
|      | Progress<br>andard<br>Grad  | Across              | With prof<br>support,<br>questions<br>information<br>the text. | With prompting and<br>support, identify the<br>reasons an author gives<br>to support points in a<br>text. |          |         |          | entify the reasons an<br>thor gives to support<br>ints in a text. |             |                 |  |  |

| <u>K 1</u>   | Kinde   | <u>6 7 8 9</u><br>rgarten<br>nformational  | <u>-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|--|
| <b>RI.K.9</b> <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).  |   |  |  |  |  |  |  |  |  |  |  |
| To address this stand  | To address this standard, students <i>could</i> :   |  |  |  |  |  |  |  |  |  |  |
| <ul> <li>Talk with peers about the differences in the ways two texts address a single topic.</li> <li>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.</li> </ul> |   |  |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   | e texts address similar them<br>npare the approaches the a   |  |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |  |  |
|  | CL.IT.p4.9  | RI.K.9   | <u>RI.1.9</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With prompting and<br>support, identifies a<br>similarity and difference<br>between two texts on<br>the same topic (e.g., in<br>illustrations,<br>descriptions or<br>procedures). | With prompting and<br>support, identify basic<br>similarities in and<br>differences between two<br>texts on the same topic<br>(e.g., in illustrations,<br>descriptions, or<br>procedures). | Identify basic<br>similarities in and<br>differences between<br>two texts on the same<br>topic (e.g., in<br>illustrations,<br>descriptions, or<br>procedures). |  |  |  |  |  |  |  |  |

| K                            | <u>1</u>  | 2      | <u>3</u>   | ŀ              | Kinde | ergarte |        | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|------------------------------|-----------|--------|------------|----------------|-------|---------|--------|----------|-------------|--------------|
| RI.K                         | .10       | (Be    | egins in ( | Grade 2)       |       |         |        |          |             |              |
| To address                   | this star | ndard, | , studei   | nts <i>cou</i> | ld:   |         |        |          |             |              |
| Kansas Hig<br>Graduate       |           | 1      |            |                |       |         |        |          |             |              |
|                              |           |        |            |                |       |         |        |          |             |              |
|                              |           |        |            |                |       |         | RI.K.1 | 0        |             | RI.1.10      |
| Progress<br>Standard<br>Grac | Across    |        |            |                |       |         |        |          |             |              |

| ŀ  | K  | <u>1</u>               | <u>2</u> <u>3</u>          | K   |          | <u>6</u><br>ergarte                           |   | <u>8</u>                          | <u>9-1(</u>  | <u>)</u>   | <u>11-12</u>   |   |
|--|--|------------------------|----------------------------|---|----------|---|---|-----------------------------------|--|--|--|---|
| 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. |  |                        |                            |   |          |   |   |                                   |  |  |  |   |
| • E<br>p<br>ti<br>• L  | <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>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.</li> </ul> |                        |                            |   |          |   |   |                                   |  |  |  |   |
|  |  | h School<br>s Can:     | building                   | stand vocabi<br>g knowledge<br>iining meani                                       | e of ne  | w words                                       | , as wel  | l as em                           |  |  | •  | tently                                  |
|  |  |                        |                            |   |          |   |   |                                   |  |  |  |   |
|  |  |                        |                            | CL.LS.p3  |          |   | RI.K.1  | 1                                 |  | <u>F</u>   | RI.1.11  |   |
| Stand  |  | ion of<br>Across<br>es | the me<br>unknov<br>meanir | nines or clari<br>aning of<br>wn and multi<br>ng words <i>wit</i><br>ance or cues | ple<br>h | meanir<br>and mu<br>words<br>based<br>reading | ng of unl<br>ultiple-m<br>and phra<br>on Kind<br>g and co | eaning<br>ases<br><i>ergarter</i> | me<br>and<br>wo<br>bas<br>rea<br>) cho<br>var<br>(Cl | aning<br>d multi<br>rds an<br>sed on<br>iding a<br>posing<br>iety of | e or clari<br>of unkno<br>ple-mear<br>d phrase<br>Grade 1<br>nd conte<br>flexibly f<br>strategie<br>above fo | wn<br>ning<br>s<br>ent,<br>rom a<br>es. |

| <u>K 1</u>   |  | <u>6 7 8</u><br>rgarten<br>nformational  | <u>9-10</u> <u>11-12</u>   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| <b>RI.K.12</b> <i>With guidance and support from adults</i> , explore word relationships and nuances in word meanings.   |  |  |  |  |  |  |  |  |  |  |
| To address this stand  | lard, students <i>could</i> :  |  |  |  |  |  |  |  |  |  |
| <ul> <li>Participate with peers in an inductive reasoning activity to sort words associated with an engaging social studies topic.</li> <li>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.</li> </ul> |  |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | CL.LS.p4.4   | RI.K.12  | <u>RI.1.12</u>   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | <ul> <li>With guidance and<br/>support, explores word<br/>relationships and<br/>nuances in word<br/>meanings.</li> <li>a. Demonstrates an<br/>understanding of<br/>some frequently<br/>occurring verbs and<br/>adjectives by<br/>relating them to<br/>their opposites</li> <li>b. Distinguishes<br/>among some verbs<br/>describing the same<br/>general action by<br/>acting out the<br/>meanings.</li> </ul> | With guidance and<br>support from adults,<br>explore word<br>relationships and<br>nuances in word<br>meanings. | With guidance and<br>support from adults,<br>demonstrate<br>understanding of word<br>relationships and<br>nuances in word<br>meanings. |  |  |  |  |  |  |  |

|            | <u>K</u>   | <u>1</u>                 | <u>2</u> <u>3</u>   | Kir  |          | <u>6</u><br>rgarte                      |           | <u>8</u>        | <u>9-10</u>                               | <u>11-12</u>   |  |  |
|------------|--|--------------------------|---|--|----------|---|-----------|-----------------|---|--|--|--|
|            | Reading: Informational         RI.K.13       Actively engage in individual or group readings of informational text with purpose and understanding.   |                          |   |  |          |   |           |                 |   |  |  |  |
| To ad<br>• | <ul> <li>To address this standard, students could:</li> <li>Visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them.</li> <li>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.</li> </ul> |                          |   |  |          |   |           |                 |   |  |  |  |
|            | Kansas High School<br>Graduates Can:       Interpret meaning from a variety of informational texts.  |                          |   |  |          |   |           |                 |   |  |  |  |
|            |  |                          | CL  | IT.p4.10   |          |   | RI.K.1    | 3               |   | <u>RI.1.13</u>   |  |  |
|            |  | sion of<br>Across<br>des | large and<br>reading a<br>purpose<br>understa<br>asks for a<br>to be rea<br>appropria | nding (e.g.,<br>a favorite bo<br>d, makes<br>ate noises fo<br>animals or | h<br>bok | individ<br>reading<br>informa<br>purpos | ational t | oup<br>ext with | supp<br>qualit<br>poetr<br>quan<br>qualit | <i>prompting and</i><br><i>ort</i> , read high<br>ty prose and<br>y of appropriate<br>titative and<br>tative complexity<br>rade 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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                                | <u>W.1.1</u><br><u>W.1.4</u><br><u>W.1.7</u><br><u>W.1.10</u><br><u>W.1.12</u>      | <u>W.1.2</u><br><u>W.1.5</u><br><u>W.1.8</u><br><u>W.1.11</u>     | <u>W.1.3</u><br><u>W.1.6</u><br><u>W.1.9</u>                      |
|---|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.1.1</u><br><u>SL.1.4</u><br><u>SL.1.7</u>                                     | <u>SL.1.2</u><br><u>SL.1.5</u><br><u>SL.1.8</u>                   | <u>SL.1.3</u><br><u>SL.1.6</u>                                    |
| <b>Reading: Foundational</b><br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency   | <u>RF.1.1</u><br><u>RF.1.2</u><br><u>RF.1.3</u><br><u>RF.1.4</u>                    |   |   |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Text Complexity              | <u>RL.1.1</u><br><u>RL.1.4</u><br><u>RL.1.7</u><br><u>RL.1.10</u><br><u>RL.1.13</u> | <u>RL.1.2</u><br><u>RL.1.5</u><br><u>RL.1.8</u><br><u>RL.1.11</u> | <u>RL.1.3</u><br><u>RL.1.6</u><br><u>RL.1.9</u><br><u>RL.1.12</u> |
| <b>Reading: Informational</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Text Complexity | <u>RI.1.1</u><br><u>RI.1.4</u><br><u>RI.1.7</u><br><u>RI.1.10</u><br><u>RI.1.13</u> | <u>RI.1.2</u><br><u>RI.1.5</u><br><u>RI.1.8</u><br><u>RI.1.11</u> | <u>RI.1.3</u><br><u>RI.1.6</u><br><u>RI.1.9</u><br><u>RI.1.12</u> |

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> 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   | <b>V.1.1</b> 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.   |   |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Sort written statements by fact and opinion.</li> <li>State their opinion and provide support for that opinion.</li> </ul> |  |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |  |   |  |  |  |  |  |  |  |
|   | -  |   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | W.K.1<br>Use a combination of<br>drawing, dictating, and<br>writing to compose<br>opinion pieces in which,<br>they tell a reader the<br>topic or the name of the<br>book they are writing<br>about and state an<br>opinion or preference<br>about the topic or book<br>(e.g., My favorite book<br>is). | W.1.1<br>Write opinion pieces in<br>which they introduce<br>the topic or name the<br>book they are writing<br>about, state an opinion,<br>supply a reason for the<br>opinion, and provide<br>some sense of closure. | W.2.1<br>Write opinion pieces in<br>which they introduce<br>the topic or book they<br>are writing about, state<br>an opinion, supply<br>reasons that support<br>the opinion, use linking<br>words (e.g., because,<br>and, also) to connect<br>opinion and reasons,<br>and provide a<br>concluding statement or<br>section. |  |  |  |  |  |  |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|

Grade 1 Writing

|   |   | J  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| 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 stand   | ard, students <i>could</i> :  |  |  |  |  |  |  |  |
| <ul> <li>Explain or provide information through writing or drawing.</li> <li>Interview a classmate and use the information provided to create a short biography about the classmate.</li> </ul> |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |
|   | <u>W.K.2</u>  | W.1.2  | <u>W.2.2</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Use a combination of<br>drawing, dictating,<br>and writing to<br>compose informative/<br>explanatory texts in<br>which they name<br>what they are writing<br>about and supply<br>some information<br>about the topic. | Write informative/<br>explanatory texts in<br>which they name a<br>topic, supply some<br>facts about the topic,<br>and provide some<br>sense of closure. | Write informative/<br>explanatory texts in<br>which they introduce<br>a topic, use facts and<br>definitions to develop<br>points, and provide a<br>concluding statement<br>or section. |  |  |  |  |  |

| <u>K 1</u>  | G   | <u>6</u> 78<br>rade 1<br>Vriting   | <u>9-10 11-12</u>  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| W.1.3Write narratives in which they recount two or more appropriately<br>sequenced events, include some details regarding what happened,<br>temporal words to signal event order, and provide some sense of<br>closure. |   |  |  |  |  |  |  |  |  |
| <ul> <li>Write about a typical morning to the time h</li> <li>Write a story from the</li> </ul>   | <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>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.</li> </ul> |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |  |  |  |  |  |  |
|   | <u>W.K.3</u>  | W.1.3  | <u>W.2.3</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Use a combination of<br>drawing, dictating,<br>and writing to narrate<br>a single event or<br>several loosely<br>linked events, tell<br>about the events in<br>the order in which<br>they occurred, and<br>provide a reaction to<br>what happened.  | Write narratives in<br>which they recount two<br>or more appropriately<br>sequenced events,<br>include some details<br>regarding what<br>happened, use<br>temporal words to<br>signal event order, an<br>provide some sense of<br>closure. | Write narratives in<br>which they recount a<br>well-elaborated event<br>or short sequence of<br>events, include details<br>to describe actions,<br>thoughts, and feelings,<br>use temporal words to<br>signal event order, |  |  |  |  |  |  |

| <u>K 1</u>                                  | Gr                            | <u>6 7 8</u><br>ade 1<br>riting | <u>9-10</u> <u>11-12</u> |  |  |  |  |
|---|-------------------------------|---------------------------------|--------------------------|--|--|--|--|
| W.1.4                                       | (Begins in grade 3)           |                                 |                          |  |  |  |  |
| To address this stand                       | dard, students <i>could</i> : |                                 |                          |  |  |  |  |
| Kansas High School<br>Graduates Can:        |                               |                                 |                          |  |  |  |  |
|   | W.K.4                         | W.1.4                           | W.2.4                    |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 3)           | (Begins in grade 3)             | (Begins in grade 3)      |  |  |  |  |

| K  | 1   | <u>2</u> | <u>3</u>                | <u>4</u>   | -      | <u>6</u><br>ade 1<br>riting | <u>7</u>                                  | <u>8</u>  | <u>9-10</u> | <u>11-12</u>      |
|--|---|----------|-------------------------|--|--------|-----------------------------|---|---|-------------|-------------------|
| W.1.   | With guidance and support from adults, focus on a topic, respond to<br>questions and suggestions from peers, and add details to strengthen writing<br>as needed.                                      |          |                         |  |        |                             |   |   |             |                   |
| <ul> <li>To address this standard, students could:</li> <li>Write an original work about a topic of personal interest.</li> <li>Discuss work they produced with a peer or adult.</li> <li>Respond to questions about reasons for including specific details, and make changes to original work based on ideas from peers or adults.</li> </ul> |   |          |                         |  |        |                             |   |   |             |                   |
| Kansas High<br>Graduates   |   |          |                         |  |        | ng proces<br>Ind impro      |   |   |             | rafting, editing, |
|  |   |          |                         |  |        |                             |   |   |             |                   |
|  |   |          | <u>W</u>                | .K.5   |        |                             | W.1.                                      | 5   |             | <u>W.2.5</u>      |
| Standard A   | Progression of<br>Standard Across<br>Grades With guidance and<br>support from adults,<br>respond to questions<br>and suggestions from<br>peers and add details<br>to strengthen writing as<br>needed. |          | s,<br>ons<br>om<br>ails | suppor<br>focus of<br>respon<br>and su<br>peers, | and ad | a <i>dult</i> s,<br>ic,     | suppo<br>peers<br>and s<br>as ne<br>and e | guidance and<br>ort from adults and<br>s, focus on a topic<br>trengthen writing<br>eded by revising<br>editing. |             |                   |

| ł      | <u> </u>   | <u>1</u> | <u>2</u> | <u>3</u>                 | <u>4</u> | Gra  | <u>6</u><br>ade 1<br>riting | <u>7</u> | <u>8</u> | <u>9-10</u>           | <u>11-12</u> |
|--------|--|----------|----------|--------------------------|----------|------|-----------------------------|----------|----------|-----------------------|--------------|
|        | W.1.6 <i>With guidance and support from adults</i> , use a variety of digital tools to produce and publish writing, including in collaboration with peers. |          |          |                          |          |      |                             |          |          |                       |              |
| To add | ress t   | his sta  | ndaro    | d, studeı                | nts cou  | ıld: |                             |          |          |                       |              |
|        |  |          |          | sharing to<br>software t |          |      |                             |          |          | ce of writing riting. |              |
|        | Kansas High School<br>Graduates Can:Effectively use a variety of digital tools to produce original works both<br>independently and collaboratively.        |          |          |                          |          |      |                             |          |          |                       |              |
|        |  |          |          |                          |          |      |                             |          |          |                       |              |
|        |  |          |          | V                        | V.K.6    |      |                             | W.1.     | 6        |                       | <u>W.2.6</u> |
|        |  |          | И        | /ith guida               | ance an  | d    | With g                      | uidance  | and      | With g                | uidance and  |

support from adults, use

a variety of digital tools

to produce and publish

writing, including in

collaboration with

peers.

support from adults,

use a variety of digital

tools to produce and

publish writing,

collaboration with

including in

peers.

support from adults,

explore a variety of

and publish writing,

collaboration with

including in

peers.

digital tools to produce

**Progression of** 

**Standard Across** 

Grades

| <u>K</u> 1         | <u>2</u>  | <u>3</u> | <u>4</u>     |  | <u>6</u><br>ade 1<br>riting          | <u>7</u>   | <u>8</u> | <u>9-10</u>  | <u>11-12</u>  |  |
|--------------------|---|----------|--------------|--|--------------------------------------|--|----------|--|---|--|
| W.1.7              | Participate in shared research and writing projects (e.g., explore a number   |          |              |  |                                      |  |          |  |   |  |
| Work collaboration |   |          |              |  |                                      |  |          |  |   |  |
| -                  | Kansas High School<br>Graduates Can:Engage in an inquiry process to build an understanding of a range of topics,<br>and create meaningful work based on their learning.                                   |          |              |  |                                      |  |          | range of topics,                                   |   |  |
|                    |   |          |              |  |                                      |  |          |  |   |  |
|                    |   | V        | <u>/.K.7</u> |  |                                      | W.1.   | 7        |  | <u>W.2.7</u>  |  |
|                    | Progression of<br>Standard Across<br>Grades Participate in shared<br>research and writing<br>projects (e.g., explore a<br>number of books by a<br>favorite author and<br>express opinions about<br>them). |          |              |  | researd<br>project<br>numbe<br>books | ch and<br>s (e.g.,<br>r of "ho<br>on a giv<br>e them<br>nce of | explore  | a resear<br>project<br>numbe<br>single<br>a a repo | pate in shared<br>ch and writing<br>ts (e.g., read a<br>er of books on a<br>topic to produce<br>rt; record science<br>vations). |  |

| K   | <u>1</u>  | <u>2</u>                        | <u>3</u>   | <u>4</u>  | <u>5</u>                  | <u>6</u>  | <u>7</u> | <u>8</u>  | <u>9-10</u>                | <u>11-12</u>   |
|---|---|---------------------------------|--|---|---------------------------|---|----------|---|----------------------------|--|
| Grade 1<br>Writing  |   |                                 |  |   |                           |   |          |   |                            |  |
| W.1.8 With guidance or gather info  |   |                                 |  |   |                           |   |          |   |                            | rom experiences<br>uestion.  |
| To address  | this sta  | ndard                           | , stude  | nts cou   | ıld:                      |   |          |   |                            |  |
| <ul> <li>Brainstorm appropriate sources of information with peers.</li> <li>Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.</li> </ul> |   |                                 |  |   |                           |   |          |   |                            |  |
| •   | Kansas High School<br>Graduates Can:Locate information from a variety of sources, evaluate the credibility<br>accuracy of sources, and use information from multiple sources to cr<br>original texts. |                                 |  |   |                           |   |          |   |                            |  |
|   |   |                                 |  |   |                           |   |          |   |                            |  |
|   |   |                                 | V  | /.K.8   |                           |   | W.1.     | 8   |                            | <u>W.2.8</u>   |
| Progression of<br>Standard Across<br>Grades   |   | su<br>rec<br>exp<br>info<br>pro | ith guida<br>pport fro<br>call infor<br>perience<br>ormation<br>ovided s<br>swer a c | om adul<br>mation<br>es or ga<br>n from<br>ources | ts,<br>from<br>ther<br>to | suppor<br>recall i<br>experie<br>informa<br>provide |          | adults,<br>tion from<br>or gather<br>om<br>ces to | experi<br>inform<br>provid | information from<br>ences or gather<br>ation from<br>ed sources to<br>er a question. |

|       | K   | <u>1</u>          | 2 | <u>3</u>             | <u>4</u> | Gr | <u>6</u><br>ade 1<br>riting | <u>7</u>   | <u>8</u> | <u>9-10</u> | <u>11-12</u>      |
|-------|---|-------------------|---|----------------------|----------|----|-----------------------------|------------|----------|-------------|-------------------|
|       | W.1.  | 9                 | ( | Begins in            | grade 4  | 4) |                             |            |          |             |                   |
| То ас | To address this standard, students <i>could</i> : |                   |   |                      |          |    |                             |            |          |             |                   |
|       | sas Hig<br>aduate                                 | h Schoo<br>s Can: |   | ocate an<br>strength |          |    |                             | levant     | evidenc  | e from a ra | nge of text types |
|       |   |                   |   |                      |          |    |                             |            |          |             |                   |
|       |   |                   |   | V                    | V.K.9    |    |                             | <b>W.1</b> | .9       |             | W.2.9             |
|       | ogress<br>Indard<br>Grade                         | Across            | ( | Begins in            | grade 4  | 4) | (Begins                     | s in gra   | ide 4)   | (Begin      | s in grade 4)     |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 1 Writing Writing

|   | •••  | iting  |               |  |  |  |
|---|--|--------|---------------|--|--|--|
| W.1.10  | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns when writing.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences.</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my).</li> <li>e. Use verbs to convey a sense of past, present and future when writing.</li> <li>f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.</li> <li>g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> |        |               |  |  |  |
| To address this stand   | ard, students <i>could</i> :   |        |               |  |  |  |
| <ul> <li>Write a short letter to a peer or adult explaining a personal goal and the reasons for their personal goal.</li> <li>With prompting and support from peers or adults, practice adding words to a simple sente in order to make it more clear or meaningful for readers.</li> </ul> |  |        |               |  |  |  |
| Kansas High School<br>Graduates Can:  | Accurately and effectively use standard English grammar and usage when writing.  |        |               |  |  |  |
|   |  |        |               |  |  |  |
|   | <u>W.K.10</u>  | W.1.10 | <u>W.2.10</u> |  |  |  |
|   |  |        |               |  |  |  |

| <u>K</u>   | <u>1</u>  | <u>2</u>                          | <u>3</u>  | <u>4</u>   | <u>5</u>      |  | <u>7</u>  | <u>8</u>                             | <u>9-10</u>                           | <u>11-12</u>  |
|--|---|-----------------------------------|---|--|---------------|--|---|--------------------------------------|---------------------------------------|---|
|  |   |                                   |   |  |               | ade 1<br>riting                                      |   |                                      |                                       |   |
| <ul> <li>W.1.11</li> <li>W.1.11</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         <ul> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> </li> </ul> |   |                                   |   |  |               |  |   | in a series.<br>pelling patterns and |                                       |   |
| To addre   | ss this sta   | ndard                             | l, stude  | nts cou  | uld:          |  |   |                                      |                                       |   |
| er<br>do<br>• Int<br>wh  | <ul> <li>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.</li> <li>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.</li> </ul> |                                   |   |  |               |  |   | or other guiding simple notes about  |                                       |   |
|  | High Schoo<br>ates Can:   |                                   | Accurately and effectively use the mechanics of standard English for the purpose of productive communication. |  |               |  |   |                                      |                                       |   |
|  |   | ·                                 |   |  |               |  |   |                                      |                                       |   |
|  |   |                                   | <u>W</u>  | /.K.11   |               |  | <b>W.1.</b> 1   | 1                                    |                                       | <u>W.2.11</u>   |
| Progression of<br>Standard Across<br>Grades  |   | of<br>sta<br>ca<br>pu<br>sp<br>(C | emonstra<br>the con-<br>andard E<br>pitalizati<br>unctuatio<br>pelling wl<br>click link<br>etails.)           | vention<br>English<br>ion,<br>on, and<br>hen wri | s of<br>ting. | of the of<br>standa<br>capital<br>punctu<br>spelling | nstrate of<br>convent<br>rd Engli<br>ization,<br>ation, a<br>g when<br>etails a | ish<br>nd<br>writing.                | of th<br>stan<br>capi<br>pund<br>spel | nonstrate command<br>le conventions of<br>dard English<br>talization,<br>ctuation, and<br>ling when writing.<br>ck link above for<br>hils.) |

| K                            | <u>1</u>  | <u>2</u> | <u>3</u>   | <u>4</u>     |    | <u>6</u><br>ade 1<br>iting | <u>7</u>      | <u>8</u> | <u>9-10</u>   | <u>11-12</u>   |
|------------------------------|---|----------|--|--------------|----|----------------------------|---------------|----------|---------------|----------------|
| <b>W.1</b> .                 | 12  | (В       | (Begins in grade 3)  |              |    |                            |               |          |               |                |
| To address                   | To address this standard, students <i>could</i> : |          |  |              |    |                            |               |          |               |                |
| Kansas Hig<br>Graduate       |   |          | Write routinely over varied time frames for a range of tasks, purposes, and audiences. |              |    |                            |               |          | purposes, and |                |
|                              |   |          |  |              |    |                            |               |          |               |                |
|                              |   |          | <u>W</u>   | <u>.K.12</u> |    |                            | <b>W.1.</b> 1 | 12       |               | <u>W.2.12</u>  |
| Progress<br>Standard<br>Grad | Across  | (B       | egins in   | grade (      | 3) | (Begir                     | is in gra     | ade 3)   | (Begi         | ns in grade 3) |

#### 5 6 7 8 9-10 11-12 Grade 1 <u>K 1 2</u> <u>3</u> <u>4</u>

Speaking and Listening

|  | Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups.  |   |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|
| SL.1.1   | <ul> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> |   |  |  |  |  |  |  |
| To address this stand  | ard, students could:   |   |  |  |  |  |  |  |
| <ul> <li>Practice speaking with appropriate volume, rate, and clarity during a Socratic discussion.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.<br/>Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.</li> </ul> |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse par who both agree and disagree with their point of view.  |   |  |  |  |  |  |  |
|  |  |   |  |  |  |  |  |  |
|  | <u>SL.K.1</u>  | SL.1.1  | <u>SL.2.1</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Participate in<br>collaborative<br>conversations with<br>diverse partners about<br><i>Kindergarten topics</i><br><i>and texts</i> with peers<br>and adults in small and<br>large groups.   | Participate in<br>collaborative<br>conversations with<br>diverse partners about<br><i>Grade 1 topics and</i><br><i>texts</i> with peers and<br>adults in small and<br>large groups. | Participate in<br>collaborative<br>conversations with<br>diverse partners about<br><i>Grade 2 and texts</i> with<br>peers and adults in<br>small and larger<br>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.   |  |  |  |  |
|--|---|--|--|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Participate in a read-aloud and construct clarifying questions independently or collaboratively.</li> <li>Monitor their own understanding by discussing their ideas with peers, and ask questions to make sure their understanding is accurate.</li> </ul> |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | SL.K.2<br>Confirm understanding<br>of a text read aloud or<br>information presented<br>orally or through other<br>media by asking and<br>answering questions<br>about key details and<br>requesting clarification<br>if something is not<br>understood. | SL.1.2<br>Ask and answer<br>questions about key<br>details in a text read<br>aloud or information<br>presented orally or<br>through other media. | SL.2.2<br>Recount or describe<br>key ideas or details<br>from a text read aloud<br>or information<br>presented orally or<br>through other media. |  |  |

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

Grade 1 Speaking and Listening

| <b>SL.1.3</b> Ask and answer questions about what a speaker says in order additional information or clarify something that is not understood | • |
|--|---|
|--|---|

### To address this standard, students *could*:

Т

- 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<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.                       |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  |   |  |  |  |  |
|   | <u>SL.K.3</u>  | SL.1.3  | <u>SL.2.3</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Ask and answer<br>questions in order to<br>seek help, get<br>information, or clarify<br>something that is not<br>understood. | Ask and answer<br>questions about what<br>a speaker says in<br>order to gather<br>additional information<br>or clarify something<br>that is not understood. | Ask and answer<br>questions about what a<br>speaker says in order to<br>clarify comprehension,<br>gather additional<br>information, or deepen<br>understanding of a topic<br>or issue. |  |  |  |

| <u>K 1</u>   | 2 <u>345</u><br>Gra  | <u>6</u> 7<br>1 de 1   | <u>8</u> 9     | <u>-10</u>  | <u>11-12</u>  |  |  |  |
|--|--|--|----------------|---|---------------|--|--|--|
|  | Speaking and Listening   |  |                |   |               |  |  |  |
| <b>SL.1.4</b> Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly. |  |  |                |   |               |  |  |  |
| To address this stand  |  | <i>.</i>   | ,              |   |               |  |  |  |
|  | <ul> <li>Use details to describe a favorite family member, a favorite place, or a favorite food.</li> <li>Describe an object using details and have a peer identify what object is being described.</li> </ul> |  |                |   |               |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |                |   |               |  |  |  |
|  |  |  |                |   |               |  |  |  |
|  | <u>SL.K.4</u>  | SL.1.4   |                |   | <u>SL.2.4</u> |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Use details to describe<br>familiar people, places,<br>things, and or events<br><i>with prompting and</i><br><i>support</i> .  | Use relevant de<br>describe people<br>places, things, a<br>events expressi<br>ideas and feelin<br>clearly. | ,<br>and<br>ng | Tell a story or recount an<br>experience with<br>appropriate facts and<br>relevant, descriptive<br>details, speaking with<br>appropriate volume,<br>enunciation, and rate in<br>coherent sentences. |               |  |  |  |

| <u>K</u>   | <u>1</u>  | <u>2</u> <u>3</u>         | G   | 6<br>Brade 1                    |   | <u>8</u>   | <u>9-10</u>   | <u>11-12</u>   |
|--|-----------|---------------------------|---|---------------------------------|---|------------|---|--|
|  |           |                           | Speaking  | g and Lis                       | stening   |            |   |  |
| <b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |           |                           |   |                                 |   |            |   | appropriate to   |
| To address   | this stan | dard, stude               | ents could:   |                                 |   |            |   |  |
| <ul> <li>Produce physical or digital drawings depicting information described with detail.</li> <li>Select appropriate visuals to accompany an oral presentation.</li> </ul> |           |                           |   |                                 |   |            |   |  |
| Kansas Hig<br>Graduate   |           | presenta                  | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |                                 |   |            |   |  |
|  |           |                           |   |                                 |   |            |   |  |
|  |           | 5                         | <u>L.K.5</u>  |                                 | SL.1.5  |            |   | <u>SL.2.5</u>  |
| Progression of<br>Standard Across  |           | visual dis<br>description | ons as<br>o provide   | visual d<br>descript<br>appropr | wings or<br>isplays to<br>ions whe<br>iate to cla<br>noughts, | n<br>arify | of stories<br>drawings<br>displays<br>recounts<br>when ap | udio recordings<br>s or poems; add<br>s or other visual<br>to stories or<br>of experiences<br>propriate to<br>eas, thoughts,<br>ngs. |

### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

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<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations. |  |   |  |  |  |  |  |
|---|---|--|---|--|--|--|--|--|
|   | <u>SL.K.6</u>   | SL.1.6   | <u>SL.2.6</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Speak audibly and<br>express thoughts,<br>feelings, and ideas<br>clearly.           | Speak with appropriate<br>volume, enunciation,<br>and rate in order to<br>express thoughts,<br>feelings, and ideas<br>clearly. | Produce complete<br>sentences when<br>appropriate to task and<br>situation in order to<br>provide requested detail<br>or clarification. |  |  |  |  |  |

#### <u>K</u> <u>2</u> <u>1</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>9-10</u> <u>5</u><u>6</u> Grade 1 <u>11-12</u>

| Grade 1  |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
|  | Speaking a   | nd Listening   |   |  |  |  |  |  |
| 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.         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 stand  | ard, students <i>could</i> :   |  |   |  |  |  |  |  |
| <ul> <li>appropriate, freq</li> <li>appropriate langument</li> <li>Work with peers</li> <li>interrogative, improversion</li> </ul>   | dfolded peer or adult how to<br>uently-occurring adjectives<br>uage necessary to complet<br>to create an oral explanation<br>perative, and exclamatory so<br>to peers and other listen | s, conjunctions, articles, pre<br>te the task.<br>on of a scientific phenome<br>sentences in order to comp | epositions, and other non, using declarative, |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | 1  | / use standard English gra   | mmar and usage when                           |  |  |  |  |  |
|  |  |  |   |  |  |  |  |  |
|  | <u>SL.K.7</u>  | SL.1.7   | <u>SL.2.7</u>                                 |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       Demonstrate command<br>of the conventions of<br>standards English       Demonstrate command<br>of the conventions of<br>standard English       Demonstrate command<br>of the conventions of<br>standard English       Demonstrate command<br>of the conventions of<br>standard English   |  |  |   |  |  |  |  |  |
| Glades   |  |  |   |  |  |  |  |  |

grammar and usage when speaking. (See

details above.)

grammar and usage when speaking. (Click

link above for details.)

grammar and usage when speaking. (Click

link above for details.)

| <u>K</u>  | <u>1</u>  | 2 | <u>3</u> | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 1 | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>                       |  |
|---|---|---|----------|----------|-----------------|-------------------|----------|----------|-------------|------------------------------------|--|
| Speaking and Listening  |   |   |          |          |                 |                   |          |          |             |                                    |  |
| SL.1  | <b>SL.1.8</b> 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  | To address this standard, students <i>could</i> :   |   |          |          |                 |                   |          |          |             |                                    |  |
| why b<br>recycl<br>• Read   | <ul> <li>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.</li> <li>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.</li> </ul> |   |          |          |                 |                   |          |          |             |                                    |  |
| Kansas Hig<br>Graduate  |   |   |          | effectiv | e strat         | egies for         | determ   | ining w  |             | situations, and<br>ings and adding |  |
|   |   |   |          |          |                 |                   |          |          |             |                                    |  |
|   |   |   | <u>S</u> | SL.K.8   |                 |                   | SL.1.    | 8        |             | <u>SL.2.8</u>                      |  |
| Progression of<br>Standard Across<br>GradesUse words and phrases<br>acquired through<br>conversations, reading,<br>and through being read<br>to.Use words and phrases<br>acquired through<br>conversations, reading,<br>and being read to, and<br>responding to texts,<br>including using<br>frequently-occurring<br>conjunctions to signal<br>simple relationships.Use words and phrases<br>acquired through<br>conversations, reading and<br>being read to, and<br>responding to texts,<br> |   |   |          |          |                 |                   |          |          |             |                                    |  |

| K   | <u>1</u>       | <u>2</u> <u>3</u> | 4<br>Read                    |     | <mark>6</mark><br>ade 1<br>⁼ounda | 7<br>tional |         | <u>9-10</u>  | <u>11-12</u> |  |  |
|---|----------------|-------------------|------------------------------|-----|-----------------------------------|-------------|---------|--------------|--------------|--|--|
|   | 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 star      | ndard, stu        | dents coul                   | ld: |                                   |             |         |              |              |  |  |
| •   |                |                   | es using ba<br>ne parts of a |     |                                   | orint in    | order t | o complete a | an activity. |  |  |
| Construct   |                |                   |                              |     |                                   |             |         |              |              |  |  |
|   |                | Ē                 | RF.K.1                       |     | RF                                | .1.1        |         |              | RF.2.1       |  |  |
| Progress<br>Standard /<br>Grade   | Across         |                   |                              |     |                                   |             |         |              |              |  |  |

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: |   |        |        |  |  |  |  |  |  |
|  | s to represent sounds in v<br>ne syllable sounds they h |        |        |  |  |  |  |  |  |
|  |   |        |        |  |  |  |  |  |  |
|  | <u>RF.K.2</u>   | RF.1.2 | RF.2.2 |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  |   |        |        |  |  |  |  |  |  |

### <u>K 1 2 3 4 5 6 7 8 9-10</u>

Grade 1

<u>11-12</u>

### **Reading: Foundational**

| Phonics and Word Recognition  |   |  |                                |  |  |  |  |  |
|---|---|--|--------------------------------|--|--|--|--|--|
|   | Know and apply grade-<br>words.   | level phonics and word a                                 | analysis skills in decoding    |  |  |  |  |  |
|   | digraphs.   |  | es for common consonant        |  |  |  |  |  |
| RF.1.3  | <ul> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team patterns for represen vowel sounds.</li> </ul>   |  |                                |  |  |  |  |  |
|   |   | that every syllable must h<br>umber of syllables in a pr |                                |  |  |  |  |  |
|   | into syllables.   |  | e words by breaking the words  |  |  |  |  |  |
|   | played, going).   |  | I., makes, walked, ended,      |  |  |  |  |  |
| To address this star  | ndard, students could:  | ead grade-appropriate w                                  | ords.                          |  |  |  |  |  |
| <ul> <li>Use whiteboards,<br/>by the teacher.</li> <li>Label vowel patte</li> </ul> | smartboards, device app   |  | nd-spell words orally dictated |  |  |  |  |  |
|   |   |  |                                |  |  |  |  |  |
|   | <u>RF.K.3</u>   | RF.1.3   | <u>RF.2.3</u>                  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Know and apply<br>grade-level phonics<br>and word analysis<br>skills in decodingKnow and apply<br>grade-level phonics<br>and word analysis<br>skills in decodingKnow and apply<br>phonics<br>skills in decoding |  |                                |  |  |  |  |  |

words.

words.

| <u>K</u>   | <u>1</u>   | <u>2</u> | <u>3</u>               | <u>4</u>           | <u>5</u><br>Gra    | <u>6</u><br>ade 1 | <u>7</u>   | <u>8</u> | <u>9-10</u>  | <u>11-12</u>       |  |
|--|--|----------|------------------------|--------------------|--------------------|-------------------|------------|----------|--------------|--------------------|--|
|  | Reading: Foundational  |          |                        |                    |                    |                   |            |          |              |                    |  |
|  | Fluency  |          |                        |                    |                    |                   |            |          |              |                    |  |
| 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. |  |          |                        |                    |                    |                   |            |          |              |                    |  |
| Provio   | a variety<br>e feedba  | of on-le | vel texts<br>eir peers | with pe<br>to help | ers in s<br>them i | mprove            | their rate | e, expre | ession, and  | -                  |  |
|  | d themse<br>prrection.   |          | iding an               | on-leve            | el text to         | ) listen a        | nd refle   | ct on th | eir own rate | e, expression, and |  |
|  |  |          |                        |                    |                    |                   |            |          |              |                    |  |
|  |  |          | RF.ł                   | <u>&lt;.4</u>      |                    | RI                | .1.4       |          |              | <u>RF.2.4</u>      |  |
| Standar  | Progression of<br>standard Across<br>GradesRead emergent-<br>reader texts with<br>purpose and<br>understanding.Read with sufficient<br>accuracy and fluency<br>to support<br>comprehension.Read with sufficient<br>and fluency<br>to support<br>comprehension. |          |                        |                    |                    |                   |            |          |              |                    |  |

<u>K 1 2 3 4</u>





5 6 7 8 9-10 11-12 Grade 1

| RL.1.1  | Ask and answer questions about key details in a text.   |  |                        |  |  |  |  |  |  |
|---|---|--|------------------------|--|--|--|--|--|--|
| To address this stand   | ard, students could:  |  |                        |  |  |  |  |  |  |
| <ul> <li>Identify key details that describe a character.</li> <li>Construct statements and questions that cause a peer or adult to build a deeper understanding of a text.</li> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul> |   |  |                        |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | what the text says expli  | nultiple interactions with a te<br>citly and to make logical inf<br>writing or speaking to suppo | erences; cite specific |  |  |  |  |  |  |
|   |   |  |                        |  |  |  |  |  |  |
|   | <u>RL.K.1</u>   | RL.1.1   | <u>RL.2.1</u>          |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | RL.T.1RL.T.1With prompting and<br>support, students will<br>ask and answer<br>questions about key<br>details in a text.Ask and answer<br>questions about key<br>details in a text.Ask and answer such<br>questions as who, what,<br>where, when, why, and<br>how to demonstrate<br>understanding of key<br>details in a text. |  |                        |  |  |  |  |  |  |

## $\frac{K}{2} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{3}{4} \quad \frac{5}{6} \quad \frac{6}{7} \quad \frac{7}{8} \quad \frac{8}{9-10} \quad \frac{11-12}{\text{Grade 1}}$

| RL.1.2  | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  |        |               |  |  |  |  |  |
|---|---|--------|---------------|--|--|--|--|--|
| To address this stand   | ard, students could:  |        |               |  |  |  |  |  |
| <ul> <li>Retell a story with a beginning, middle, and end.</li> <li>Identify key details in a text that they read or that was read to them.</li> <li>Use background knowledge and the text to determine what the author wants the reader to learn.</li> </ul> |   |        |               |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | High School Determine central ideas or themes of a text and analyze their development;  |        |               |  |  |  |  |  |
|   |   |        |               |  |  |  |  |  |
|   | <u>RL.K.2</u>   | RL.1.2 | <u>RL.2.2</u> |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With prompting and<br>support, retell familiar<br>stories, including key<br>details.Retell stories, including<br>key details, and<br>demonstrate<br>understanding of their<br>central message or<br>lesson.Recount stories,<br>including fables and<br> |        |               |  |  |  |  |  |

### <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

| RL.1.3  | Describe characters, settings, and major events in a story, using key details. |                              |                |  |  |  |  |  |  |
|---|--|------------------------------|----------------|--|--|--|--|--|--|
| To address this stand   | To address this standard, students <i>could</i> :                              |                              |                |  |  |  |  |  |  |
| <ul> <li>Describe characters, settings, and major events using key details that answer who, what, when, where, why, and how.</li> <li>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.</li> </ul> |  |                              |                |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Analyze elements of plo  | t as they relate to the mean | ing of a text. |  |  |  |  |  |  |
|   |  |                              |                |  |  |  |  |  |  |
|   | <u>RL.K.3</u>  | RL.1.3                       | <u>RL.2.3</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Standard Across characters, settings events in a story, using respond to major |                              |                |  |  |  |  |  |  |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 |  |
|---|---|---|---|---|---|---|---|------|--|
|   |   |   |   |   |   |   |   |      |  |

<u>K</u>

Grade 1 Reading: Literature <u>11-12</u>

| RL.1.4  | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |        |               |  |  |  |  |  |  |
|---|---|--------|---------------|--|--|--|--|--|--|
| To address this stand   | ard, students <i>could</i> :  |        |               |  |  |  |  |  |  |
| <ul> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about unknown words.</li> <li>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.</li> <li>Identify the five senses and words that appeal to the senses.</li> </ul> |   |        |               |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |   |        |               |  |  |  |  |  |  |
|   |   |        |               |  |  |  |  |  |  |
|   | <u>RL.K.4</u>   | RL.1.4 | <u>RL.2.4</u> |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Ask and answer<br>questions about<br>unknown words in a poems that suggest regular beats      |        |               |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u> | <u>4</u><br>Po | Gra  | 6<br>ade 1 | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |  |
|---|---|----------|----------|----------------|------|------------|----------|----------|-------------|---------------|--|
| 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  | s this sta  | ndard,   | stude    | nts cou        | ıld: |            |          |          |             |               |  |
| <ul><li>Sort a s</li><li>Discuss</li></ul>  | <ul> <li>Discuss with peers and adults the distinguishing features of fiction texts and nonfiction texts.</li> <li>Sort a set of books into fiction or nonfiction piles.</li> <li>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.</li> </ul> |          |          |                |      |            |          |          |             |               |  |
|   | Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning.  |          |          |                |      |            |          |          |             |               |  |
|   |   |          |          |                |      |            |          |          |             |               |  |
|   |   |          | F        | <u>RL.K.5</u>  |      |            | RL.1     | .5       |             | <u>RL.2.5</u> |  |
| 1   |   |          |          |                |      |            |          |          | -           |               |  |

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

 $\frac{K}{2} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{4}{5} \quad \frac{5}{6} \quad \frac{6}{7} \quad \frac{7}{8} \quad \frac{8}{9-10} \quad \frac{11-12}{11-12}$ 

| Reading: Literature  |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
| <b>RL.1.6</b> Identify who is telling the story at various points in a text.   |  |  |   |  |  |  |  |  |
| To address this stand  | ard, students could:   |  |   |  |  |  |  |  |
| <ul> <li>Identify whether a character or a narrator is telling the story.</li> <li>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.</li> </ul> |  |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |   |  |  |  |  |  |
|  |  |  |   |  |  |  |  |  |
|  | <u>RL.K.6</u>  | RL.1.6   | <u>RL.2.6</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | <i>With prompting and support</i> , 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<br>differences in the points<br>of view of characters,<br>including by speaking in<br>a different voice for<br>each character when<br>reading dialogue aloud. |  |  |  |  |  |

| K                                 | 1 2   | <u>2</u> <u>3</u>   | _  |               | <mark>6</mark><br>de 1<br>Litera | 7<br>ture                                      | <u>8</u>           | <u>9-10</u>                    | <u>11-12</u>  |
|-----------------------------------|---|---|--|---------------|----------------------------------|--|--------------------|--------------------------------|---|
| RL.1.7                            | <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.  |   |  |               |                                  |  |                    |                                |   |
| Match illus                       | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Match illustrations to events and ideas in the text.</li> <li>Identify story elements in the illustrations.</li> </ul> |   |  |               |                                  |  |                    |                                |   |
| •                                 | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.                                  |   |  |               |                                  |  |                    |                                |   |
|                                   |   |   |  |               |                                  |  |                    |                                |   |
|                                   |   | R   | <u>RL.K.7</u>  |               |                                  | RL.1   | .7                 |                                | <u>RL.2.7</u>   |
| Progressio<br>Standard A<br>Grade | cross   | With prom<br>support, d<br>relationsh<br>illustration<br>story in wh<br>appear (e.<br>moment in<br>illustration | escribe the<br>p betweet<br>s and the<br>nich they<br>.g., what<br>n a story a | ne<br>en<br>e | details<br>descrit               | ustration<br>in a sto<br>be its ch<br>, or eve | ory to<br>naracter | rs, fron<br>digi<br>den<br>und | e information gained<br>n the illustrations<br>words in a print or<br>tal text to<br>nonstrate<br>erstanding of its<br>racters, setting, or |

| <u>K</u> <u>1</u>                           |   | 5 <u>6</u> 7<br>Grade 1<br>ing: Literature | <u>8</u> <u>9-10</u> | <u>11-12</u>             |  |  |  |
|---|---|--|----------------------|--------------------------|--|--|--|
| RL.1.8                                      | RL.1.8 (Not applicable for literature)  |  |                      |                          |  |  |  |
| To address this st                          | To address this standard, students <i>could</i> :   |  |                      |                          |  |  |  |
|   | Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations, graphs,<br>video, etc.) in addition to print formats, in order to understand content. |  |                      |                          |  |  |  |
|   |   |  |                      |                          |  |  |  |
|   | RL.K.8  | RL.1.8                                     | •                    | <u>RL.2.8</u>            |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Not applicable for literature)   | (Not applicable<br>literature)             | `                    | applicable for<br>ature) |  |  |  |

| <u>K 1</u>  |  | 6 <u>78</u><br>rade 1<br>g: Literature   | <u>9-10</u> <u>11-12</u>   |  |  |  |  |
|---|--|--|--|--|--|--|--|
| <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.   |  |  |  |  |  |  |  |
| To address this sta   | indard, students <i>could</i> :  |  |  |  |  |  |  |
| <ul> <li>Use a Venn Diagram to record similarities and differences between two different characters' experiences of one situation in a story.</li> <li>Discuss two or more characters from different stories, and how they are alike or different.</li> </ul> |  |  |  |  |  |  |  |
| Kansas High Scho<br>Graduates Can:  | -  | ore texts address similar the compare the approaches the second sec | nemes or topics in order to he authors take.   |  |  |  |  |
|   |  |  |  |  |  |  |  |
|   | <u>RL.K.9</u>  | RL.1.9   | <u>RL.2.9</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With prompting and<br>support, compare and<br>contrast the<br>adventures and<br>experiences of<br>characters in familiar<br>stories. | Compare and contrast<br>the adventures and<br>experiences of<br>characters in stories.   | Compare and contrast<br>two or more versions of<br>the same story (e.g.,<br>Cinderella stories) by<br>different authors or from<br>different cultures. |  |  |  |  |

| <u>K 1</u>                                  | Gra   | 6 7 8 9<br>ade 1<br>: Literature | <u>9-10</u> <u>11-12</u> |  |  |  |  |  |
|---|---|----------------------------------|--------------------------|--|--|--|--|--|
| RL.1.10                                     | (Begins in Grade 2)                               |                                  |                          |  |  |  |  |  |
| To address this stand                       | To address this standard, students <i>could</i> : |                                  |                          |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |                                  |                          |  |  |  |  |  |
|   |   |                                  |                          |  |  |  |  |  |
|   | RL.K.10   | RL.1.10                          | <u>RL.2.10</u>           |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |   |                                  |                          |  |  |  |  |  |

| <u>K 1</u>   |  | <u>6</u> 7<br>ade 1   | <u>8</u> <u>9</u> -  | <u>10</u> <u>11-12</u>  |  |  |  |  |
|--|--|---|--|---|--|--|--|--|
| 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. <ul> <li>a. Use sentence-level context as a clue to the meaning of a word.</li> <li>b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</li> <li>c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> |  |   |  |   |  |  |  |  |
| To address this stand  | lard, students <i>could</i> :  |   |  |   |  |  |  |  |
| text he/she is re<br>Using a literary t  | <ul> <li>Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading.</li> <li>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.</li> </ul> |   |  |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Understand vocabulary a<br>building knowledge of ne<br>determining meanings of   | w words, as well a  |  |   |  |  |  |  |
|  |  |   |  |   |  |  |  |  |
|  | <u>RL.K.11</u>   | RL.1.11   |  | <u>RL.2.11</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Kindergarten<br>reading and content.<br>(Click link above for<br>details.)   | Determine or cla<br>meaning of unkr<br>words and multip<br>meaning words a<br>phrases based of<br>1 reading and co<br>choosing flexibly<br>variety of strateg<br>(See details abo | own<br>ble-<br>and<br>bn Grade<br>bntent,<br>from a<br>jies.<br>ve.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 2<br>reading and content,<br>choosing flexibly from a<br>variety of strategies.<br>(Click link above for<br>details.) |  |  |  |  |

| <u>K</u>              |  | <u>1</u> | <u>2</u>                  | <u>3</u>   | <u>4</u>   | <u>5</u><br>Gra      | <u>6</u><br>ade 1                            | <u>7</u>  | <u>8</u>                         | <u>9-10</u>                          | <u>11-12</u>   |
|-----------------------|--|----------|---------------------------|--|--|----------------------|--|---|----------------------------------|--------------------------------------|--|
|                       |  |          |                           |  |  |                      | : Litera                                     |   |                                  |                                      |  |
| RI                    | <ul> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.         <ul> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes.</li> <li>c. Identify real-life connections between words and their uses.</li> <li>d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</li> </ul> </li> </ul> |          |                           |  |  |                      |  |   |                                  |                                      |  |
| To addre              | ss th  | nis sta  | ndaro                     | d, stude   | nts cou  | ıld:                 |  |   |                                  |                                      |  |
| err<br>• Re           | notior<br>ad a   | ns or ch | narac<br>pout c           | teristics<br>lifferent l   | specific   | charac               | ters are                                     | intende   | d to rep                         | oresent.                             | show what<br>dentify words   |
| Kansas I<br>Gradu     |  |          | <b>)</b>                  | nderstar   | nd word  | meanir               | igs, and                                     | nuance  | es in wo                         | rd meani                             | ngs when reading.  |
|                       |  |          |                           |  |  |                      |  |   |                                  |                                      |  |
|                       |  |          |                           | R  | L.K.12   |                      |  | RL.1.   | 12                               |                                      | <u>RL.2.12</u>   |
| Progr<br>Standa<br>Gi |  | cross    | si<br>ex<br>re<br>ni<br>m | <i>Vith guida</i><br>upport from<br>content of the second<br>content of the seco | o <i>m adu</i><br>ord<br>ips and<br>n word<br>. (Click | <i>lts</i> ,<br>link | suppo<br>demoi<br>unders<br>relatio<br>nuanc | <i>uidance</i><br><i>rt from a</i><br>nstrate<br>standing<br>nships a<br>es in wo<br>ngs. (Se<br>.) | adults,<br>of wore<br>and<br>ord | d und<br>rela<br>d nua<br>mea<br>abo | nonstrate<br>lerstanding of word<br>tionships and<br>inces in word<br>anings. (Click link<br>ive for details.) |

| <u>K</u>   | <u>1</u>                    | <u>2</u> | <u>3</u>   | <u>4</u><br>Re:      |  | ade 1   |                               | <u>8</u>                          | <u>9-10</u>                        | <u>11-12</u>  |
|--|-----------------------------|----------|--|----------------------|--|---|-------------------------------|-----------------------------------|------------------------------------|---|
| 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.  |                             |          |  |                      |  |   |                               |                                   |                                    |   |
| <ul> <li>To address this standard, students could:</li> <li>Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.</li> <li>Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.</li> <li>Kansas High School Graduates Can:</li> </ul> |                             |          |  |                      |  |   |                               |                                   |                                    |   |
|  |                             |          |  |                      |  | T   |                               |                                   |                                    |   |
| Standard   | ssion of<br>d Across<br>des |          | Actively er<br>group read<br>with purpo<br>understan | ding acti<br>ose and |  | suppor<br>compre<br>quality<br>and po<br>approp<br>and qu | etry of<br>priate qualitative | ng and<br>and<br>nigh<br>s, prose | hig<br>pro<br>app<br>and<br>ve cor | RL.2.13<br>ad and comprehend<br>h quality dramas,<br>se and poetry of<br>propriate quantitative<br>d qualitative<br>nplexity for Grade 2. |

| <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
|----------|----------|----------|----------|----------|----------|----------|
|          |          |          |          |          |          |          |

### <u>7 8 9-10 11-12</u>

### Grade 1 Reading: Informational

| Reading: Informational   |   |   |  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|--|
| RI.1.1   | <b>1.1</b> Ask and answer questions about key details in a text.  |   |  |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> :  |   |  |  |  |  |  |  |
| <ul> <li>Identify key details in a text and use those key details to construct meaningful statements and questions.</li> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul> |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Kansas High SchoolRead closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific |   |  |  |  |  |  |  |
|  |   |   |  |  |  |  |  |  |
|  | <u>RI.K.1</u>   | RI.1.1  | <u>RI.2.1</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With prompting and<br>support, ask and<br>answer questions about<br>key details in a text.  | Ask and answer<br>questions about key<br>details in a text. | Ask and answer such<br>questions as who,<br>what, where, when,<br>why, and how to<br>demonstrate<br>understanding of key<br>details in a text. |  |  |  |  |  |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 1

### Reading: Informational

|   | Reaulity. I   | nformational  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|
| RI.1.2                                      | Identify the main topic and retell key details of a text.                                     |   |  |  |  |  |  |  |  |  |
| To address this stand                       | To address this standard, students <i>could</i> :   |   |  |  |  |  |  |  |  |  |
| Restate the main to                         | ng an informational text to a<br>pic – "the gist," the "main id<br>dent reading of an informa | dea" – of a text to peers or                                    | adults following a read  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |   |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |
|   | <u>RI.K.2</u>   | RI.1.2  | <u>RI.2.2</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | <i>With prompting and support</i> , identify the main topic and retell key details of a text. | Identify the main topic<br>and retell key details of<br>a text. | Identify the main topic<br>of a multi-paragraph<br>text as well as the focus<br>of specific paragraphs<br>within the text. |  |  |  |  |  |  |  |

| <u>K</u>   | <u>1</u>   | <u>2</u>               | <u>3</u>  | <u>4</u>                                   | <u>5</u><br>Gra           | <u>6</u><br>ade 1 | <u>7</u>             | <u>8</u>                                     | <u>9-10</u>                              | <u>11-1</u>   | 12                            |
|--|------------|------------------------|---|--|---------------------------|-------------------|----------------------|--|--|---|-------------------------------|
| Reading: Informational   |            |                        |   |  |                           |                   |                      |  |  |   |                               |
| <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |            |                        |   |  |                           |                   |                      |  |  |   |                               |
| To address   | s this sta | ndard                  | , studer  | nts <i>cou</i>                             | ıld:                      |                   |                      |  |  |   |                               |
| <ul> <li>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.</li> <li>Read grade-appropriate text(s) about two individuals from different families, and describe the connection(s) between them.</li> </ul> |            |                        |   |  |                           |                   |                      |  |  |   |                               |
| Kansas High School<br>Graduates Can:Extract meaning and purpose from informational text by analyzing its<br>structure and organization.  |            |                        |   |  |                           |                   |                      |  |  | S   |                               |
|  |            |                        |   |  |                           |                   |                      |  |  |   |                               |
|  |            |                        | <u>R</u>  | I.K.3                                      |                           |                   | RI.1                 | .3   |  | <u>RI.2.3</u>   | <u>3</u>                      |
| Progres<br>Standaro<br>Gra   | Across     | su<br>co<br>two<br>ide | ith prom<br>pport, de<br>nnectior<br>o individ<br>eas, or p<br>ormation | escribe<br>h betwe<br>luals, e<br>bieces c | the<br>en<br>vents,<br>of | betwee<br>events  | en two i<br>, ideas, | connecti<br>ndividua<br>or pieco<br>in a tex | als, con<br>es sen<br>t. eve<br>or<br>or | scribe the<br>nection bet<br>ries of histor<br>ents, scienti<br>concepts,<br>steps in tecl<br>ocedures in | rical<br>ific ideas<br>hnical |

| <u>K</u>  | <u>1</u>   | <u>2</u>  | <u>3 4</u>    |      | <u>6</u><br>ade 1         | <u>7</u>   | <u>8</u>                      | <u>9-10</u> | <u>11-12</u>   |  |  |  |
|---|--|-----------|---------------|------|---------------------------|--|-------------------------------|-------------|--|--|--|--|
| Reading: Informational  |  |           |               |      |                           |  |                               |             |  |  |  |  |
| RI  | <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |           |               |      |                           |  |                               |             |  |  |  |  |
| To addres   | s this sta   | ndard, st | udents cou    | ıld: |                           |  |                               |             |  |  |  |  |
| <ul><li>a text.</li><li>Particip</li></ul>  |  |           |               |      |                           |  |                               |             |  |  |  |  |
|   | Kansas High School<br>Graduates Can:Recognize the ways in which the author's word choice and use of figurative<br>language deliberately influences meaning, tone, or mood within the context of<br>the text. |           |               |      |                           |  |                               |             |  |  |  |  |
|   |  |           |               |      |                           |  |                               |             |  |  |  |  |
|   |  |           | <u>RI.K.4</u> |      |                           | RI.1   | .4                            |             | <u>RI.2.4</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades With prompting and<br>support, ask and<br>answer questions about<br>unknown words in a<br>text. |  |           |               |      | questi<br>detern<br>meani | nd answ<br>ons to h<br>nine or o<br>ng of w<br>es in a t | nelp<br>clarify th<br>ords an | ne a te     | termine the meaning<br>words and phrases in<br>ext relevant to a<br>de 2 topic or subject<br>ea. |  |  |  |

| <u>K</u>   | <u>1</u>  | 2    | <u>3</u>                              | <u>4</u>         | <u>5</u><br>Gra | <u>6</u><br>de 1                                   | <u>7</u>  | <u>8</u>   | <u>9-10</u>              | <u>11-12</u>  |  |
|--|---|------|---------------------------------------|------------------|-----------------|--|---|--|--------------------------|---|--|
| Reading: Informational   |   |      |                                       |                  |                 |  |   |  |                          |   |  |
| <b>RI.1.5</b> 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 addre   | ss this sta   | anda | ard, stude                            | nts <i>could</i> | <b>/</b> :      |  |   |  |                          |   |  |
| to mak<br>• Partici  | <ul> <li>Explain the purposes of text features that appear in grade level texts, and use them appropriately to make meaning and improve understanding.</li> <li>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.</li> </ul> |      |                                       |                  |                 |  |   |  |                          |   |  |
|  | Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning.  |      |                                       |                  |                 |  |   |  |                          |   |  |
|  |   |      |                                       |                  |                 |  |   |  |                          |   |  |
|  |   | Π    | F                                     | <u>RI.K.5</u>    |                 |  | RI.1.   | 5  |                          | <u>RI.2.5</u>   |  |
| Progression of<br>Standard Across<br>Grades  |   |      | Identify th<br>back cove<br>page of a | r, and title     |                 | text fea<br>headin<br>conten<br>electro<br>to loca | and use<br>atures (<br>gs, tabl<br>ts, glos<br>nic mer<br>te key fa<br>ation in | e.g.,<br>es of<br>saries,<br>nus, ico<br>acts or | ns) glos<br>icor<br>fact | ow and use various<br>features (e.g.,<br>ptions, bold print,<br>pheadings,<br>ssaries, indexes,<br>ctronic menus,<br>ns) to locate key<br>is or information in a<br>cefficiently. |  |

| K   | <u>1</u>  | <u>2 3 4</u><br>Rea  | Grade 1          |  | <u>9-10</u>                    | <u>11-12</u>  |  |  |  |  |
|---|---|--|------------------|--|--------------------------------|---------------|--|--|--|--|
| 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 stan   | dard, students co  | uld:             |  |                                |               |  |  |  |  |
| <ul> <li>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.</li> <li>Discuss with peers the benefits of a particular illustration or graphic included in a text.</li> </ul> |   |  |                  |  |                                |               |  |  |  |  |
| -   | Kansas High School<br>Graduates Can:Recognize that different perspectives can be presented in different ways for<br>different purposes. |  |                  |  |                                |               |  |  |  |  |
|   |   |  |                  |  |                                |               |  |  |  |  |
|   |   | <u>RI.K.6</u>  |                  | RI.1.6   |                                | <u>RI.2.6</u> |  |  |  |  |
| Progress<br>Standard<br>Grac  | Across  | Name the author<br>illustrator of a tex<br>define the role of<br>in presenting the<br>ideas or informat<br>text. | tion in a inform | guish between<br>nation provided<br>ations or other<br>ics and<br>nation provided<br>ords in a text. | by purpos<br>includi<br>author | •             |  |  |  |  |

| <u>K 1</u>   |   | 678<br>de 1<br>nformational  | <u>9-10</u> <u>11-12</u>  |  |  |  |
|--|---|--|---|--|--|--|
| RI.1.7   |   |  |   |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Match illustrations to events and ideas in the text.</li> <li>Use illustrations and text to find key details.</li> </ul> |   |  |   |  |  |  |
| Kansas High School<br>Graduates Can:   |   |  |   |  |  |  |
|  |   |  |   |  |  |  |
|  | <u>RI.K.7</u>   | RI.1.7   | <u>RI.2.7</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With prompting and<br>support, describe the<br>relationship between<br>illustrations and the text<br>in which they appear<br>(e.g., what person,<br>place, thing, or idea in<br>the text an illustration<br>depicts). | Use the illustrations<br>and details in a text to<br>describe its key ideas. | Explain how specific<br>images (e.g., a diagram<br>showing how a machine<br>works) contribute to<br>and clarify a text. |  |  |  |

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 1

Reading: Informational

|   | J J   |   |   |  |  |  |
|---|---|---|---|--|--|--|
| RI.1.8                                      | <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.                       |   |   |  |  |  |
| To address this stand                       | ard, students <i>could</i> :  |   |   |  |  |  |
|   | and supporting details of a en identifying support. (Use  |   |   |  |  |  |
| Kansas High School<br>Graduates Can:        |   |   |   |  |  |  |
|   |   |   |   |  |  |  |
|   | <u>RI.K.8</u>   | RI.1.8  | <u>RI.2.8</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades | <i>With prompting and support</i> , 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<br>support specific points<br>the author makes in a<br>text. |  |  |  |

| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> |  |
|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--|
|          |          |          |          |          |          |          |          |             |  |

K

## Grade 1 Reading: Informational

<u>11-12</u>

| 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 stand   | lard, students <i>could</i> :   |   |   |  |  |
| <ul> <li>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.</li> <li>Think about and discuss the different ways an author might communicate with readers how to make a sandwich or create a structure with blocks.</li> </ul> |   |   |   |  |  |
| Kansas High School<br>Graduates Can:  |   |   |   |  |  |
|   |   |   |   |  |  |
|   | <u>RI.K.9</u>   | RI.1.9  | <u>RI.2.9</u>   |  |  |
| Progression of<br>Standard Across<br>Grades   | With prompting and<br>support, identify basic<br>similarities in and<br>differences between<br>two texts on the same<br>topic (e.g., in<br>illustrations,<br>descriptions, or<br>procedures). | Identify basic similarities<br>in and differences<br>between two texts on<br>the same topic (e.g., in<br>illustrations,<br>descriptions, or<br>procedures). | Compare and contrast<br>the most important<br>points presented by two<br>texts on the same topic. |  |  |

| <u>K 1</u>                                  | Gra                           | 6 <u>78</u> 9<br>ade 1<br>nformational | <u>9-10</u> <u>11-12</u> |
|---|-------------------------------|--|--------------------------|
| RI.1.10                                     | (Begins in Grade 2)           |  |                          |
| To address this stan                        | dard, students <i>could</i> : |  |                          |
| Kansas High School<br>Graduates Can:        |                               |  |                          |
|   |                               |  |                          |
|   | RI.K.10                       | RI.1.10                                | RI.2.10                  |
| Progression of<br>Standard Across<br>Grades |                               |  |                          |

| <u>K 1</u>  | ••••   | <u>6</u> 7<br>ade 1   | <u>8</u> 9  | <u>-10</u>  | <u>11-12</u>   |
|---|--|---|---|---|--|
| 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. <ul> <li>a. Use sentence-level context as a clue to the meaning of a word.</li> <li>b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</li> <li>c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> |  |   |   |   |  |
| To address this stand   |  |   |   |   |  |
| text he/she is rea<br>• Using an information  | r or adult one process for c<br>ading.<br>ational text he/she is readir<br>meaning of one or two sen   | ng, explain to a p  | eer or adul   | t the ways  |  |
| Kansas High School<br>Graduates Can:  | Understand vocabulary a<br>building knowledge of ne<br>determining meanings of   | w words, as well  | as employ   |   |  |
|   |  |   |   |   |  |
|   | <u>RI.K.11</u>   | RI.1.11   | I   | <u> </u>  | RI.2.11  |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Kindergarten<br>reading and content.<br>(Click link above for<br>details.) | Determine or cla<br>meaning of unk<br>and multiple-me<br>words and phra<br>based on Grade<br>reading and con<br>choosing flexibl<br>variety of strate<br>(See details abo | nown<br>eaning<br>ses<br>e 1<br>ntent,<br>y from a<br>gies. | meaning<br>and multi<br>words an<br><i>based or</i><br><i>reading a</i><br>choosing<br>variety of | e or clarify the<br>of unknown<br>iple-meaning<br>of phrases<br>of <i>Grade 2</i><br>and content,<br>flexibly from a<br>strategies.<br>c above for |

|        | <u>K</u>   | <u>1</u>                 | <u>2</u>                         | <u>3</u>   | <u>4</u>  | <u>5</u><br>Gra | <u>6</u><br>ade 1                               | <u>7</u>  | <u>8</u>                             | <u>9-1</u>         | <u>0</u>                          | <u>11-12</u>   |
|--------|--|--------------------------|----------------------------------|--|---|-----------------|---|---|--------------------------------------|--------------------|-----------------------------------|--|
| r      |  |                          |                                  |  |   |                 | nforma  |   |                                      |                    |                                   |  |
|        | <ul> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes.</li> <li>c. Identify real-life connections between words and their uses.</li> <li>d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</li> </ul> |                          |                                  |  |   |                 |   |   |                                      |                    |                                   |  |
| To add | dress  | this star                | ndard,                           | stude  | nts cou   | ıld:            |   |   |                                      |                    |                                   |  |
|        | <ul> <li>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.</li> <li>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.</li> </ul>                                 |                          |                                  |  |   |                 |   |   |                                      |                    |                                   |  |
|        |  | Jh Schoo<br>es Can:      | I Unc                            | lerstai  | nd word   | meanir          | igs, and  | nuance  | es in wo                             | ord mea            | nings                             | when reading.  |
|        |  |                          |                                  |  |   |                 |   |   |                                      |                    |                                   |  |
|        |  |                          |                                  | R  | RI.K.12   |                 |   | RI.1.   | 12                                   |                    | _                                 | <u>RI.2.12</u>   |
|        | -  | sion of<br>Across<br>les | sup<br>exp<br>rela<br>nua<br>mea | <i>port fr</i><br>lore w<br>tionsh<br>nces i<br>anings | lance an<br>rom adui<br>vord<br>nips and<br>in word<br>s. (Click<br>details.) | lts,<br>link    | suppor<br>demon<br>unders<br>relation<br>nuance | strate<br>tanding<br>ships a<br>s in wo<br>ngs. (Se | a <i>dults</i> ,<br>g of wore<br>and | d nu<br>d nu<br>at | nders<br>latior<br>Iance<br>eanir | nstrate<br>standing of word<br>nships and<br>es in word<br>ngs. (Click link<br>for details.) |

# 5 6 7 8 9-10 <u>11-12</u> Grade 1 <u>K 1 2 3 4</u>

# **Reading: Informational**

|  | V   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| RI.1.13  | <i>With prompting and support</i> , read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1. |  |  |  |  |  |
| To address this stand  | ard, students could:  |  |  |  |  |  |
| <ul> <li>Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.</li> <li>Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.</li> </ul> |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Kansas High School  |  |  |  |  |  |
|  | RI.K.13   | RI.1.10  | <u>RI.2.13</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Actively engage in<br>group reading activities<br>with purpose and<br>understanding.  | With prompting and<br>support, read and<br>comprehend high<br>quality informational text<br>of appropriate<br>quantitative and<br>qualitative complexity<br>for Grade 1. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 2. |  |  |  |

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> 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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                              | <u>W.2.1</u><br><u>W.2.4</u><br><u>W.2.7</u><br><u>W.2.10</u><br><u>W.2.12</u>      | <u>W.2.2</u><br><u>W.2.5</u><br><u>W.2.8</u><br><u>W.2.11</u>     | <u>W.2.3</u><br><u>W.2.6</u><br><u>W.2.9</u>                      |
|---|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.2.1</u><br><u>SL.2.4</u><br><u>SL.2.7</u>                                     | <u>SL.2.2</u><br><u>SL.2.5</u><br><u>SL.2.8</u>                   | <u>SL.2.3</u><br><u>SL.2.6</u>                                    |
| Reading: Foundational<br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency  | RF.2.1<br>RF.2.2<br>RF.2.3<br>RF.2.4  |   |   |
| <b>Reading: Literature</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text       | RL.2.1<br>RL.2.4<br>RL.2.7<br>RL.2.10<br>RL.2.13                                    | <u>RL.2.2</u><br><u>RL.2.5</u><br><u>RL.2.8</u><br><u>RL.2.11</u> | <u>RL.2.3</u><br><u>RL.2.6</u><br><u>RL.2.9</u><br><u>RL.2.12</u> |
| <b>Reading: Informational</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.2.1</u><br><u>RI.2.4</u><br><u>RI.2.7</u><br><u>RI.2.10</u><br><u>RI.2.13</u> | <u>RI.2.2</u><br><u>RI.2.5</u><br><u>RI.2.8</u><br><u>RI.2.11</u> | <u>RI.2.3</u><br><u>RI.2.6</u><br><u>RI.2.9</u><br><u>RI.2.12</u> |

### 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)

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### 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.

<u>4 5</u>

<u>5</u>7

8

<u>9-10</u> <u>11-12</u>

### Grade 2 Reading: Foundational

### Print Concepts

Κ

RF.2.1 Not Applicable to Grade 2.

2

3

#### **Phonological Awareness**

1

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 onesyllable 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.

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### 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.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### 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.



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 stand  | ard, students <i>could</i> :   |   |  |  |  |  |
| <ul> <li>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.</li> <li>Write an opinion about a character's actions, and support that opinion with details from the story.</li> </ul> |  |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning and argument.  | relevant and sufficient evid  | ence to support a written  |  |  |  |
|  |  |   |  |  |  |  |
|  | <u>W.1.1</u>   | W.2.1   | <u>W.3.1</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write opinion pieces in<br>which they introduce<br>the topic or name the<br>book they are writing<br>about, state an opinion,<br>supply a reason for the<br>opinion, and provide<br>some sense of closure. | Write opinion pieces in<br>which they introduce<br>the topic or name the<br>book they are writing<br>about, state an opinion,<br>supply multiple reasons<br>for the opinion, and<br>provide some sense of<br>closure. | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons. |  |  |  |

| <u>K 1 2</u>   | G  | <u>6</u> 7 <u>8</u><br>rade 2<br>Vriting   | <u>9-10</u> <u>11-12</u>  |  |  |
|--|--|--|---|--|--|
| W.2.2Write informative/explanatory texts in which they introduce a topic, use<br>facts and definitions to develop points, and provide a concluding<br>statement or section.  |  |  |   |  |  |
| <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>Engage in discussions with peers to determine which information is best suited to include in a piece of writing intended to inform or explain.</li> </ul> |  |  |   |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.   |  |   |  |  |
|  |  |  |   |  |  |
|  | <u>W.1.2</u>   | W.2.2  | <u>W.3.2</u>  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/<br>explanatory texts in<br>which they name a<br>topic, supply some<br>facts about the topic,<br>and provide some<br>sense of closure. | Write informative/<br>explanatory texts in<br>which they introduce a<br>topic, use facts and<br>definitions to develop<br>points, and provide a<br>concluding statement<br>or section. | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly. |  |  |

| <u>K 1 2</u>  | G   | <u>6</u> 7<br>rade 2<br>/riting   | <u>8</u> <u>9-</u>  | <u>10</u> <u>11-12</u>   |  |  |  |
|---|---|---|---|--|--|--|--|
| W.2.3   | Write narratives in which they recount a well-elaborated event or short   |   |   |  |  |  |  |
| To address this stand   | ard, students could:  |   |   |  |  |  |  |
| <ul><li>chronological record</li><li>Write about a comm</li></ul> | <ul> <li>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.</li> <li>Write about a common experience that occurred in the classroom in which students add their personal feelings and emotions about the experience.</li> </ul> |   |   |  |  |  |  |
| Kansas High School<br>Graduates Can:                              | Create coherent, well-s<br>developed plots, charac  | •   | •   | rrative texts with   |  |  |  |
|   | <u>W.1.3</u>  | W.2.3   |   | <u>W.3.3</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades                       | Write narratives in<br>which they recount<br>two or more<br>appropriately<br>sequenced events,<br>include some details<br>regarding what<br>happened, use<br>temporal words to<br>signal event order,<br>and provide some<br>sense of closure.  | Write narratives in<br>which they recour<br>well-elaborated ev<br>or short sequence<br>events, include de<br>to describe action<br>thoughts, and<br>feelings, use temp<br>words to signal ev<br>order, and provide<br>sense of closure. | nt a deve<br>vent image<br>of or eve<br>etails effect<br>s, desc<br>and<br>poral sequ<br>vent | e narratives to<br>elop real or<br>gined experiences<br>vents using<br>ctive technique,<br>criptive details,<br>clear event<br>uences. |  |  |  |

| <u>K 1</u> 2                                      | G                      | <u>6</u><br>rade 2<br>Vriting | <u>7</u> <u>8</u> | <u>9-10</u>   | <u>11-12</u>  |  |  |  |  |
|---|------------------------|-------------------------------|-------------------|---|---|--|--|--|--|
| W.2.4   | (Begins in grade 3)    |                               |                   |   |   |  |  |  |  |
| To address this standard, students <i>could</i> : |                        |                               |                   |   |   |  |  |  |  |
| Kansas High School<br>Graduates Can:              | Create texts appropria | te for speci                  | fic purposes, a   | udiences, ar  | nd tasks.   |  |  |  |  |
|   |                        |                               |                   |   |   |  |  |  |  |
|   | W.1.4                  |                               | W.2.4             |   | <u>W.3.4</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | (Begins in grade 3)    | (Begins                       | in grade 3)       | support fr<br>produce v<br>which the<br>and organ<br>appropria<br>purpose.<br>specific e<br>for writing | e development<br>nization are<br>ate to task and<br>(Grade-<br>expectations<br>of types are<br>n standards 1– |  |  |  |  |

| <u>K</u>  | <u>1</u>           | <u>2</u>                                | <u>3</u>  | <u>4</u>                                     | <u>5</u>                    | <u>6</u>                   | <u>7</u>                     | <u>8</u>           | <u>9-10</u>                        | <u>11-12</u>   |
|---|--------------------|---|---|--|-----------------------------|----------------------------|------------------------------|--------------------|------------------------------------|--|
|   | Grade 2<br>Writing |   |   |  |                             |                            |                              |                    |                                    |  |
| W.2   | •                  |   |   |  | and peel<br>and ed          |                            | on a topic and               |                    |                                    |  |
| <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>Provide feedback to peers about their writing.</li> </ul> |                    |   |   |  |                             |                            |                              |                    |                                    |  |
| Kansas High School<br>Graduates Can:Employ a recursive writing process – including planning, drafting, editing,<br>and revising – to refine and improve their writing.  |                    |   |   |  |                             |                            |                              | drafting, editing, |                                    |  |
|   |                    |   |   |  |                             | Γ                          |                              |                    | _                                  |  |
| Progress<br>Standard<br>Grad  | Across             | sup<br>foc<br>res<br>and<br>pee<br>to s | th guida<br>oport fro<br>us on a<br>pond to<br>d sugge<br>ers, and<br>strength<br>eded. | om adul<br>topic,<br>questions f<br>stions f | ts,<br>ons<br>rom<br>etails | suppol<br>peers,<br>and st | focus o<br>rengthe<br>ded by |                    | nd sup<br>c pee<br>g stre<br>f nee | W.3.5<br>h guidance and<br>port from adults and<br>ers, develop and<br>engthen writing as<br>ided by planning,<br>sing, and editing. |

<u>4</u>





Writing

| W.2.6   | <i>With guidance and support from adults</i> , use a variety of digital tools to produce and publish writing, including in collaboration with peers.              |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| To address this stand   | ard, students <i>could</i> :  |  |  |  |  |  |  |  |
| <ul><li>ask peers or parents</li><li>Produce an animation</li></ul> | s for feedback.<br>on of a personal narrative.  | ection on completed work to  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:                                |   |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |
|   | <u>W.1.6</u>  | W.2.6  | <u>W.3.6</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades                         | With guidance and<br>support from adults,<br>use a variety of digital<br>tools to produce and<br>publish writing,<br>including in<br>collaboration with<br>peers. | With guidance and<br>support from adults, use<br>a variety of digital tools<br>to produce and publish<br>writing, including in<br>collaboration with<br>peers. | With guidance and<br>support from adults,<br>use technology to<br>produce and publish<br>writing as well as to<br>interact and collaborate<br>with others. |  |  |  |  |  |

# <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### Grade 2 Writing

|   |  | ning  |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|
| W.2.7                                       | Participate in shared research and writing projects.   |   |  |  |  |  |  |  |  |
| To address this stand                       | To address this standard, students <i>could</i> :  |   |  |  |  |  |  |  |  |
| -   | s on a single topic (e.g. we<br>chure about the town or cit  | ather) and write an informa<br>ty in which they live that inc | -  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |  |   |  |  |  |  |  |  |  |
|   |  |   |  |  |  |  |  |  |  |
|   | <u>W.1.7</u>   | W.2.7   | <u>W.3.7</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Participate in shared<br>research and writing<br>projects (e.g., explore a<br>number of "how-to"<br>books on a given topic<br>and use them to write a<br>sequence of<br>instructions). | Participate in shared<br>research and writing<br>projects.    | Conduct short research<br>projects that build<br>knowledge about a<br>topic. |  |  |  |  |  |  |

| <u>K</u> <u>1</u>   | 2 | <u>2</u> <u>3</u>   | <u>4</u>  |          | <u>6</u><br>ade 2<br>iting | <u>7</u>                          | <u>8</u>                               | <u>9-10</u>                                 | <u>11-12</u>   |
|---|---|---|---|----------|----------------------------|-----------------------------------|--|---|--|
| W.2.8   |   | Recall information from experiences or gather information from provide<br>sources to answer a question. |   |          |                            |                                   |  |   |  |
| <ul> <li>To address this standard, students could:</li> <li>Participate in a web quest to find answers about daily life of the Plains Indians.</li> <li>Share personal experiences from the playground to answer questions on how to make the playground safe.</li> </ul> |   |   |   |          |                            |                                   |  |   |  |
| Kansas High Sc<br>Graduates Ca  |   | accuracy of   | 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<br>Standard Acro<br>Grades  |   | With guida<br>support fro<br>recall infor<br>experience<br>information<br>provided s<br>answer a o      | om adults,<br>mation fro<br>es or gath<br>n from<br>ources to   | om<br>er |                            | ences o<br>ition fro<br>ed source | ition fror<br>r gather<br>om<br>ces to | exper<br>inform<br>and d<br>take b<br>sourc | W.3.8<br>Il information from<br>iences or gather<br>nation from print<br>igital sources;<br>orief notes on<br>es and sort<br>nce into provided<br>ories. |

| <u>K</u> <u>1</u>                           | Gr   | 6 <u>7</u> 8<br>ade 2<br>riting | <u>9-10</u> <u>11-12</u>        |
|---|--|---------------------------------|---------------------------------|
| W.2.9                                       | (Begins in grade 4)                                  |                                 |                                 |
| For this standard, st                       | udents <i>could</i> :                                |                                 |                                 |
| Kansas High School<br>Graduates Can:        | Locate and use supporti<br>to strengthen original wo |                                 | ence from a range of text types |
|   |  |                                 |                                 |
|   | W.1.9  | W.2.9                           | W.3.9                           |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 4)                                  | (Begins in grade 4              | ) (Begins in grade 4)           |

| <u>K</u>  | <u>1</u> | <u>2</u> <u>3</u>                     | <u>4</u>   |          | <u>6</u><br>ade 2<br>riting           | <u>7</u> | <u>8</u>                                | <u>9-10</u>  | <u>11-12</u>   |
|---|----------|---------------------------------------|--|----------|---------------------------------------|----------|---|--|--|
| W.2.10       Demonstrate command of the conventions of standard English grammar a 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. told).       e. Use adjectives and adverbs, and choose between them depending what is to be modified.         f. Produce, expand, and rearrange complete simple and compound sentences.       f. Produces.  |          |                                       |  |          |                                       |          |   | uns (e.g., feet)<br>ular verbs (e.g.,<br>em depending on |  |
| <ul> <li>Sentences.</li> <li>To address this standard, students could:</li> <li>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.</li> <li>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;).</li> <li>Engage in a thought experiment about what would happen if there were no adjectives or adverbs.</li> </ul> |          |                                       |  |          |                                       |          |   |  |  |
| Kansas Hig<br>Graduate  |          | Accurat<br>writing.                   | ely and eff  | ectivel  | y use sta                             | ndard E  | English (                               | grammar aı   | nd usage when  |
|   |          |                                       | <u>W.1.10</u>  |          | 1                                     | W.2.1    | 0                                       |  | <u>W.3.10</u>  |
| Progres<br>Standard<br>Grac   | Across   | of the constandar<br>gramma<br>when w | strate componventions<br>d English<br>ar and usag<br>riting. (Clic<br>or details.) | of<br>ge | of the c<br>standa<br>gramm<br>when v |          | comman<br>ions of<br>sh<br>usage<br>See | knowle<br>and co<br>conver<br>Englis<br>usage            | nstrate<br>edge of language<br>ommand of the<br>ntions of standard<br>h grammar and<br>when writing.<br>link above for |

|  | <u>K</u>                | <u>1</u>                  | <u>2</u>                                   | <u>3</u>   | <u>4</u>   | <u>5</u>   | <u>6</u>   | <u>7</u>   | <u>8</u>             | <u>9-10</u>                                    | <u>11-12</u>   |
|--|-------------------------|---------------------------|--|--|--|------------|--|--|----------------------|--|--|
|  | Grade 2<br>Writing      |                           |  |  |  |            |  |  |                      |  |  |
| Writing         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<br>and p<br>Write | a letter to<br>practice u | o a loca<br>sing co<br>eir idea            | al news<br>mmas                                      | spaper e<br>in their   | greetin    | ig and clo   | osing.   | •                    |  | g in their school,<br>they would do  |
|  |                         | jh Schoo<br>es Can:       |  |  |  |            | y use the<br>mmunica   |  | anics of             | standard E                                     | nglish for the   |
|  |                         |                           |  |  |  |            |  |  |                      |  |  |
|  |                         |                           |  | <u>N</u>   | /.1.11   |            |  | W.2.1  | 1                    |  | <u>W.3.11</u>  |
|  |                         | sion of<br>Across<br>les  | of th<br>star<br>cap<br>pun<br>spe<br>(Cli | ne con<br>ndard E<br>italizat<br>ictuatio<br>Iling w | ate com<br>ventions<br>English<br>ion,<br>on, and<br>hen writi<br>above fo | of<br>ing. | Demon<br>of the c<br>standar<br>capitali<br>punctua<br>spelling<br>(See de | convent<br>od Engli<br>zation,<br>ation, a<br>y when | sh<br>nd<br>writing. | of the<br>stands<br>capita<br>punct<br>spellir | Instrate command<br>conventions of<br>ard English<br>lization,<br>uation, and<br>ng when writing.<br>link above for<br>s.) |

| <u>K 1</u>                                  | Gra   | <u>6 7 8</u><br>Ide 2<br>iting   | <u>9-10</u> <u>11-12</u>   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|--|
| W.2.12                                      | (Begins in grade 3)                               |  |  |  |  |  |  |  |  |  |
| To address this stand                       | To address this standard, students <i>could</i> : |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Write routinely over varied audiences.            | Write routinely over varied time frames for a range of tasks, purposes, and audiences. |  |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |  |  |
|   | W.1.12  | W.2.12   | <u>W.3.12</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | (Begins in grade 3)                               | (Begins in grade 3)  | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. |  |  |  |  |  |  |  |

 
 5
 6
 7
 8
 9-10
 11-12

 Grade 2

 11-12

 <td Speaking and Listening

| SL.2.1                                       | <ul> <li>Participate in collaborative conversations about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> <li>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).</li> <li>b. Build on other's talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
| To address this stand                        | ard, students <i>could</i> :   |  |   |  |  |  |  |
| Use words to indicat<br>Juan's idea, I think | te connection between the<br>")  | eir ideas and other people   | e's ideas (e.g., "To add to   |  |  |  |  |
|  | etings around ideas and is<br>collaborative conversation   |  |   |  |  |  |  |
| Kansas High School<br>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.   |  |   |  |  |  |  |
|  |  |  |   |  |  |  |  |
|  | <u>SL.1.1</u>  | SL.2.1   | <u>SL.3.1</u>   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Participate in<br>collaborative<br>conversations with<br>diverse partners about<br><i>Grade 1 topics and</i><br><i>texts</i> with peers and<br>adults in small and<br>large groups.  | Participate in<br>collaborative<br>conversations with<br>diverse partners about<br><i>Grade 2 and texts</i> with<br>peers and adults in<br>small and larger<br>groups. | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one), in groups, and<br>teacher-led) with<br>diverse on <i>Grade 3</i><br><i>topics and texts</i> ,<br>building on others'<br>ideas and expressing<br>their own clearly. |  |  |  |  |

<u>K 1 2</u> <u>3</u> <u>4</u>





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 stand                       |  | nt often returning to the ele  |   |  |  |  |  |  |
| Illustrate their favorit                    | embly and recount the eve<br>te (e.g. time of day, activity<br>novie or show and share it  | ) and orally present to the  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |  | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience. |   |  |  |  |  |  |
|   |  |  |   |  |  |  |  |  |
|   | <u>SL.1.2</u>  | SL.2.2   | <u>SL.3.2</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Ask and answer<br>questions about key<br>details in a text read<br>aloud or information<br>presented orally or<br>through other media. | Recount or describe<br>key ideas or details<br>from a text read aloud<br>or information<br>presented orally or<br>through other media. | Determine the main<br>ideas and supporting<br>details of a text read<br>aloud or information<br>presented in diverse<br>media and formats,<br>including visually,<br>quantitatively, and<br>orally. |  |  |  |  |  |

| K   | <u>1</u> | <u>2</u>                           | <u>3</u>   | <u>4</u>   | <u>5</u>    | <u>6</u>                      | <u>7</u>   | <u>8</u>                                      | <u>9-10</u>                       | <u>11-12</u>   |   |
|---|----------|------------------------------------|--|--|-------------|-------------------------------|--|---|-----------------------------------|--|---|
| Grade 2<br>Speaking and Listening   |          |                                    |  |  |             |                               |  |   |                                   |  |   |
| SL.2.3 Ask and answer que<br>comprehension, gath<br>topic or issue.   |          |                                    |  |  |             |                               |  |   |                                   |  | а |
| To address th   | nis stan | dard, s                            | stude  | nts <i>cou</i>   | ld:         |                               |  |   |                                   |  |   |
| <ul> <li>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.)</li> <li>Collaborate with peers to develop a common understanding of the topic a guest speaker, teacher, or peer presented.</li> </ul> |          |                                    |  |  |             |                               |  |   |                                   |  |   |
| Kansas High<br>Graduates  |          |                                    |  | ly asses<br>suppor   |             |                               | e, accur   | acy, and                                      | d validity                        | of a speaker's   |   |
|   |          |                                    |  |  |             |                               |  |   |                                   |  |   |
|   |          |                                    | <u>S</u>   | L.1.3  |             |                               | SL.2.  | 3   |                                   | <u>SL.3.3</u>  |   |
| Progressio<br>Standard A<br>Grades  | cross    | que<br>a sp<br>orde<br>add<br>or c | estions<br>beaker<br>er to g<br>litional<br>larify s | answer<br>about v<br>r says in<br>ather<br>informa<br>somethin<br>t unders | ition<br>ng | speake<br>to clarif<br>compre | ens abo<br>er says<br>behensio<br>nal info<br>ben<br>tanding | ut what a<br>in order<br>n, gathe<br>rmation, | a ques<br>infor<br>spea<br>r appi | and answer<br>stions about<br>mation from a<br>aker, offering<br>ropriate elaboration<br>detail. |   |

| <u>K</u> <u>1</u>                      | <u>2</u>   | <u>3</u>  | <u>4</u>                         | <u>5</u> | <u>6</u>   | <u>7</u>  | <u>8</u>  | <u>9-10</u>                              | <u>11-12</u>  |
|--|--|---|----------------------------------|----------|--|---|---|--|---|
|  |  |   | Speal                            |          | ade 2<br>Ind Lis   | tening  | ]   |  |   |
| SL.2.4                                 | <b>SL.2.4</b> 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                        | standa   | rd, studeı  | nts <i>coul</i>                  | ld:      |  |   |   |  |   |
| Tell a story ab                        | <ul> <li>Recount an experience that occurred in the lunchroom or on the playground.</li> <li>Tell a story about what it could have been like to be born in pioneer times in Kansas.</li> <li>Recount a familiar tradition and share it orally with the class or a group of peers.</li> </ul> |   |                                  |          |  |   |   |  |   |
| •                                      | Kansas High School<br>Graduates Can:Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience.                         |   |                                  |          |  | mation, findings, and   |   |  |   |
|  |  |   |                                  |          |  |   |   |  |   |
|  |  | <u>S</u>  | <u>L.1.4</u>                     |          |  | SL.2.   | 4   |  | <u>SL.3.4</u>   |
| Progression<br>Standard Acro<br>Grades |  | Use relevation describe places, the events exideas and clearly. | people,<br>ings, and<br>pressing | d<br>I   | an exp<br>approp<br>relevar<br>details,<br>approp<br>enuncia | atory or l<br>erience<br>riate fac<br>at, descr<br>speakin<br>riate vo<br>ation, ar<br>nt sente | with<br>cts and<br>riptive<br>ng with<br>lume,<br>nd rate i | tell a<br>expe<br>appr<br>relev<br>detai | ort on a topic or text,<br>story, or recount an<br>rience with<br>opriate facts and<br>ant, descriptive<br>ls, speaking clearly<br>appropriate volume,<br>iciation, and rate. |

| <u>K</u>                   | <u>1</u>  | <u>2</u> | <u>3</u>   | <u>4</u>                        | <u>5</u><br>Gr |   | <u>7</u>   | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>   |
|----------------------------|---|----------|--|---------------------------------|----------------|---|--|---|---|--|
|                            | Grade 2<br>Speaking and Listening   |          |  |                                 |                |   |  |   |   |  |
| SL.                        | SL.2.5Create audio recordings of stories or poems; add drawings or other visual<br>displays to stories or recounts of experiences when appropriate to clarify<br>ideas, thoughts, and feelings. |          |  |                                 |                |   |  |   |   |  |
| To address                 | s this sta  | nda      | rd, studen   | ts <i>coul</i> d                | d:             |   |  |   |   |  |
| audienc                    | e.  |          | -  |                                 |                | -   |  |   |   | to inform an<br>oral presentation.   |
|                            | Kansas High School<br>Graduates Can:Strategically incorporate appropriate digital and graphic elements into<br>presentations to express information and enhance an audience's<br>understanding. |          |  |                                 |                |   |  |   |   |  |
|                            |   |          |  |                                 |                |   |  |   |   |  |
|                            |   |          | <u>SL</u>  | <u>.1.5</u>                     |                |   | SL.2.5   |   |   | <u>SL.3.5</u>  |
| Progres<br>Standard<br>Gra | d Across  |          | Add drawir<br>visual displ<br>description<br>appropriate<br>ideas, thou<br>feelings. | lays to<br>s when<br>e to clari | fy             | Create a<br>recordin<br>poems;<br>or other<br>to storie<br>experier<br>appropri<br>ideas, th<br>feelings. | gs of s<br>add dra<br>visual<br>s or rec<br>nces wh<br>ate to o<br>noughts | awings<br>displays<br>counts of<br>nen<br>clarify | record<br>poems<br>fluid re<br>unders<br>add vis<br>when a<br>empha | engaging audio<br>ings of stories or<br>that demonstrate<br>ading at an<br>tandable pace;<br>sual displays<br>appropriate to<br>size or enhance<br>facts or details. |

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Speaking and Listening

| SL.2.6                                      | Produce complete sentences when appropriate to task and situation in order<br>to provide requested detail or clarification while demonstrating grammatically<br>correct English.   |   |  |  |  |  |
|---|--|---|--|--|--|--|
| To address this stand                       | ard, students <i>could</i> :   |   |  |  |  |  |
| different from conve                        | <ul> <li>Show an understanding that conversations they have with peers on the playground may be different from conversations they have in their classrooms.</li> <li>Answer questions in complete sentences from an audience after giving an oral presentation.</li> </ul> |   |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations.  |   |  |  |  |  |
|   |  |   |  |  |  |  |
|   | <u>SL.1.6</u>  | SL.2.6  | <u>SL.3.6</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Produce complete<br>sentences when<br>appropriate to task and<br>situation<br>demonstrating proper<br>usage of English<br>grammar.   | Produce complete<br>sentences when<br>appropriate to task and<br>situation in order to<br>provide requested<br>detail or clarification<br>while demonstrating<br>proper usage of English<br>grammar | Speak in complete<br>sentences when<br>appropriate to task and<br>situation in order to<br>provide requested detail<br>or clarification. |  |  |  |

 
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 <td Speaking and Listening

| SL.2.7   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>a. Use collective nouns when speaking.</li> <li>b. Form and use frequently-occurring irregular plural nouns (e.g., teeth).</li> <li>c. Use reflexive pronouns (e.g., ourselves).</li> <li>d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid)</li> <li>e. Use context-appropriate adjectives and adverbs.</li> <li>f. Produce complete simple and compound sentences.</li> </ul> |   |   |  |  |  |
|--|---|---|---|--|--|--|
| To address this stand  | ard, students <i>could</i> :  |   |   |  |  |  |
| well as other des<br>item that the grou<br>Practice adding t |   |   |   |  |  |  |
| Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.  |   |   |  |  |  |
|  |   |   |   |  |  |  |
|  | <u>SL.1.7</u>   | SL.2.7  | <u>SL.3.7</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades                  | Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for more<br>details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.) | Demonstrate knowledge of<br>language and command of<br>the conventions of<br>standard English grammar<br>and usage when speaking.<br>(Click link above for<br>details.) |  |  |  |

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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 stand   | ard, students could:  |  |  |  |  |  |
| <ul> <li>Describe the process of erosion to peers or adults after reading or viewing a resource describing what happens during erosion.</li> <li>Describe to peers or adults the ways in which turtles (or other animals) protect themselves from predators.</li> </ul> |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | -   | appropriate words in a rang<br>gies for determining word r<br>vocabulary bank.   |  |  |  |  |
|   |   |  |  |  |  |  |
|   | <u>SL.1.8</u>   | SL.2.8   | <u>SL.3.8</u>  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Use words and phrases<br>acquired through<br>conversations, reading<br>and being read to, and<br>responding to texts,<br>including using<br>frequently-occurring<br>conjunctions to signal<br>simple relationships. | Use words and phrases<br>acquired through<br>conversations, reading<br>and being read to, and<br>responding to texts,<br>including using<br>adjectives and adverbs<br>to describe. | Acquire and use<br>accurately grade-<br>appropriate<br>conversational, general<br>academic, and domain-<br>specific words and<br>phrases, including<br>those that signal<br>spatial and temporal<br>relationships. |  |  |  |



Grade 2 Reading: Foundational

| Print Concepts                              |   |                |                |  |  |  |  |
|---|---|----------------|----------------|--|--|--|--|
| RF.2.1                                      | Not Applicable to Grade 2   |                |                |  |  |  |  |
|   |   |                |                |  |  |  |  |
|   |   |                |                |  |  |  |  |
|   | <u>RF.1.1</u>   | RF.2.1         | RF.3.1         |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate<br>understanding of the<br>organization and<br>basic features of print. | Not applicable | Not applicable |  |  |  |  |



**Reading: Foundational** 

| Phonological Awareness                      |  |                           |                |  |  |  |  |
|---|--|---------------------------|----------------|--|--|--|--|
| RF.2.2                                      | Not Applicable to Grade  | Not Applicable to Grade 2 |                |  |  |  |  |
|   |  |                           |                |  |  |  |  |
|   |  |                           |                |  |  |  |  |
|   | <u>RF.1.2</u>  | RF.2.2                    | RF.3.2         |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate<br>understanding of<br>spoken words,<br>syllables, and sounds<br>(phonemes). | Not applicable            | Not applicable |  |  |  |  |

## **Reading: Foundational**

|   | Phonics and V  | Nord Recognition                                |   |  |  |
|---|--|---|---|--|--|
| RF.2.3  | <ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know correspondences for additional common vowel teams (e.g., steak).</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</li> <li>f. Recognize and read grade-appropriate words.</li> </ul> |   |   |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Complete word sorts to show the differences between long and short a.</li> <li>Highlight words in a text to show a specific word pattern.</li> </ul> |  |   |   |  |  |
|   |  |   |   |  |  |
|   | <u>RF.1.3</u>  | RF.2.3  | <u>RF.3.3</u>                                   |  |  |
| Progression of<br>Standard Across   | Know and apply grade-<br>level phonics and word  | Know and apply grade-<br>level phonics and word | Know and apply grade-<br>level phonics and word |  |  |

decoding words. (See

analysis skills in

details above.)

decoding words. (Click link above for details.)

analysis skills in

decoding words. (Click link above for details.)

analysis skills in

Grades

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**Reading: Foundational** 

|   | F  | luency                      |                          |  |  |  |  |  |  |  |
|---|--|-----------------------------|--------------------------|--|--|--|--|--|--|--|
|   | Read with sufficient accur   | acy and fluency to support  | t comprehension.         |  |  |  |  |  |  |  |
| RF.2.4                                      | <ul> <li>RF.2.4</li> <li>d. Read on-level text with purpose and understanding.</li> <li>e. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |                             |                          |  |  |  |  |  |  |  |
| To address this star                        | standard, students <i>could</i> :  |                             |                          |  |  |  |  |  |  |  |
| Read and present                            | ed readings to improve accu<br>a poem to the class and re<br>ressing concepts of fluency   | eflect on progress and perf | ormance using a student- |  |  |  |  |  |  |  |
|   |  |                             |                          |  |  |  |  |  |  |  |
|   | <u>RF.1.4</u> <b>RF.2.4</b> <u>RF.3.4</u>  |                             |                          |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | andard Across accuracy and fluency to accuracy and fluency to accuracy and fluency t   |                             |                          |  |  |  |  |  |  |  |

 
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 <td <u>K 1 2 3 4</u>

## Reading: Literature

| RL.2.1  | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |  |   |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|
| To address this stand   | ard, students could:   |  |   |  |  |  |  |  |  |
| <ul><li>Use text, illustrations</li><li>Use graphic organiz</li></ul> | s, photographs, graphic  | after reading to record qu   | r questions about key details.<br>Jestions and possible   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:                                  | what the text says exp   | blicitly and to make logica  | a text in order to determine<br>l inferences; cite specific<br>upport conclusions drawn   |  |  |  |  |  |  |
|   |  |  |   |  |  |  |  |  |  |
|   | <u>RL.1.1</u>  | RL.2.1   | <u>RL.3.1</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades                           | Ask and answer<br>questions about key<br>details in a text.  | Ask and answer such<br>questions as who,<br>what, where, when,<br>why, and how to<br>demonstrate<br>understanding of key<br>details in a text. | Ask and answer such<br>questions to demonstrate<br>understanding of a text,<br>referring explicitly to the text<br>as the basis for the<br>answers. |  |  |  |  |  |  |

| K  | <u>1</u>   | <u>2</u> | <u>3</u>   |                                 | ••••       | ade 2   | 7<br>ture  | <u>8</u>                        | <u>9-10</u>   | <u>11-12</u>       |  |  |
|--|--|----------|--|---------------------------------|------------|---|--|---------------------------------|---|--------------------|--|--|
| 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 sta   | anda     | rd, studer   | nts <i>cou</i>                  | ld:        |   |  |                                 |   |                    |  |  |
| Create a   | <ul> <li>Recount by giving detailed events in chronological order.</li> <li>Create a text-to-self connection between the moral of a fable and the student's personal experiences.</li> </ul> |          |  |                                 |            |   |  |                                 |   |                    |  |  |
| Kansas Hig<br>Graduat  |  |          | Determin<br>summariz   |                                 |            |   |  |                                 |   | their development; |  |  |
|  |  |          |  |                                 |            |   |  |                                 |   |                    |  |  |
|  |  |          | <u>I</u>   | <u>RL.1.2</u>                   |            |   | RL.2.  | 2                               |   | <u>RL.3.2</u>      |  |  |
| Progres<br>Standard<br>Grae  | Across   |          | Retell sto<br>including<br>and demo<br>understar<br>central m<br>lesson. | key det<br>onstrate<br>nding of | e<br>their | Recou<br>includii<br>folktale<br>culture<br>determ<br>central<br>lesson | ng fable<br>es from<br>s, and<br>iine the<br>messa | es and<br>diverse<br>ir<br>age, | Recount stories, including<br>fables, folktales, and<br>myths from diverse<br>cultures; determine the<br>central message, lesson,<br>or moral and explain how<br>it is conveyed through<br>key details in the text. |                    |  |  |

## <u>K 1 2 3 4</u>

5 6 7 8 9-10 11-12 Grade 2 **Reading: Literature** 

|   | j  | Entoration  |  |  |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|--|--|
| RL.2.3                                      | <b>RL.2.3</b> Describe how characters in a story respond to major events and challenges. |   |  |  |  |  |  |  |  |  |  |
| To address this stand                       | Fo address this standard, students <i>could</i> :  |   |  |  |  |  |  |  |  |  |  |
| questions about the                         | acter panel in which one si<br>character, including why h<br>ers to show the major even  | e or she behaved in a pai   | rticular manner.   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Analyze elements of plot   | as they relate to the mea   | ning of a text.  |  |  |  |  |  |  |  |  |
|   |  |   |  |  |  |  |  |  |  |  |  |
|   | <u>RL.1.3</u>  | RL.2.3  | <u>RL.3.3</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Describe character,<br>settings, and major<br>events in a story, using<br>key details.   | Describe how<br>characters in a story<br>respond to major<br>events and challenges. | Describe characters in a<br>story (e.g., their traits,<br>motivations, or feelings)<br>and explain how their<br>actions contribute to the<br>sequence of events. |  |  |  |  |  |  |  |  |

| <u>K</u>          | 1                    | <u> </u>           | <u>2</u>    | <u>3</u> | <u>4</u>       | <u>5</u><br>Gr | <u>6</u><br>ade 2 | <u>7</u> | <u>8</u> | <u>9-10</u>                  | <u>11-12</u>                        |
|-------------------|----------------------|--------------------|-------------|----------|----------------|----------------|-------------------|----------|----------|------------------------------|-------------------------------------|
|                   |                      |                    | 1           |          | Re             | <b>—</b> • •   | : Litera          | ture     |          |                              |                                     |
| R                 | L.2.4                |                    |             |          |                |                |                   | · •      | •        | beats, allite<br>story, poen | ration, rhymes,<br>n, or song.      |
| To addre          | ss thi               | s stan             | dard        | , studeı | nts <i>cou</i> | ıld:           |                   |          |          |                              |                                     |
| rhythn<br>● Read  | n of the<br>or liste | e poen<br>en to tw | ו.<br>וס so |          | n differe      | ent rhytl      | ·                 |          |          |                              | creates the bout how those          |
| Kansas I<br>Gradu | -                    |                    | lar         | 0        | delibera       |                |                   |          |          |                              | use of figurative ithin the context |
|                   |                      |                    |             |          |                |                |                   |          |          |                              |                                     |

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

| K   | <u>1</u>               | 2             | <u>2</u> <u>3</u> | <u>4</u><br>Rea           |        | <u>6</u><br>Ide 2<br>Litera | 7<br>ture | <u>8</u>  | <u>9-10</u> | <u>11-12</u>  |  |  |  |
|---|------------------------|---------------|-------------------|---------------------------|--------|-----------------------------|-----------|-----------|-------------|---|--|--|--|
| RL.2.5       Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |                        |               |                   |                           |        |                             |           |           |             |   |  |  |  |
| <ul> <li>Descristory.</li> <li>Descri</li> </ul>  | be a chara             | acte<br>ys ir | Ū                 | nd how a c<br>character a | haract | ts to rea                   | ch his d  | or her ge | oals or sol | on for an entire<br>ve a problem.   |  |  |  |
| Kansas I<br>Gradu   | ligh Scho<br>ates Can: |               |                   | , How do d                |        |                             |           |           |             | ements to organize<br>and affect  |  |  |  |
| Progression of<br>Standard Across<br>GradesExplain major<br>differences between<br>books that tell stories<br>and books that give<br>information, drawing on<br>a wide reading of a<br>range of text types.Describe the overall<br>structure of a story,<br>including describing<br>how the beginning<br>introduces the story and<br>the ending concludes<br>the action.Refer to parts<br>dramas, and<br>when writing<br>speaking abor<br>using terms st<br>chapter, scen |                        |               |                   |                           |        |                             |           |           |             | king about a text,<br>terms such as<br>er, scene, and<br>a; describe how<br>successive part<br>s on earlier |  |  |  |

| K  | <u>1</u> | <u>2</u> | <u>3</u>                                  |          | Gra  | <u>6</u><br>ade 2<br>: Litera                    | 7<br>ture   | <u>8</u>  | <u>9-10</u>                             | <u>11-12</u>   |  |
|--|----------|----------|---|----------|------|--|---|---|---|--|--|
| 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 sta | anda     | rd, stude                                 | nts cou  | ıld: |  |   |   |   |  |  |
|  |          |          | or narrato<br>when rea                    |          |      |  |   |   |   |  |  |
| Kansas Hig<br>Graduate   |          |          | Recognize<br>different p                  |          |      | perspec  | tives ca  | n be pr   | esented ir                              | n different ways for   |  |
|  |          |          |   |          |      |  |   |   |   |  |  |
|  |          |          | Ē   | RL.1.6   |      |  | RL.2  | 2.6   |   | <u>RL.3.6</u>  |  |
| Progres<br>Standard<br>Grac  | Across   |          | Identify wl<br>the story a<br>points in a | at vario | •    | differe<br>of view<br>includ<br>a diffe<br>chara | wledge<br>inces in<br>v of cha<br>ing by s<br>rent voi<br>cter whe<br>ue alou | the point<br>tracters<br>peaking<br>ce for e<br>en read | ints poi<br>, of t<br>g in of t<br>each | tinguish their own<br>nt of view from that<br>he narrator or those<br>he characters. |  |

|   | <u>K</u>  | <u>1</u>            | <u>2</u>   | <u>3</u>               | <u>4</u><br>Re:  |                                       | <u>6</u><br>ade 2<br>: Litera                | <u>7</u> | <u>8</u>                                       | <u>9-1(</u>  | <u>)</u>   | <u>11-12</u>                 |  |  |
|---|---|---------------------|--|------------------------|------------------|---------------------------------------|--|----------|--|--|--|------------------------------|--|--|
|   | 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: |                     |  |                        |                  |                                       |  |          |  |  |  |                              |  |  |
| To add  | dress   | this sta            | nda  | rd, stude              | nts <i>cou</i> l | ld:                                   |  |          |  |  |  |                              |  |  |
| <ul> <li>Discuss with peers the knowledge gained from illustrations, and how that knowledge improves understanding of a character, setting, or plot.</li> <li>Demonstrate understanding of a setting by drawing, coloring, or finding a picture that seems to match the setting described by the author.</li> </ul> |   |                     |  |                        |                  |                                       |  |          |  |  |  |                              |  |  |
|   | -   | jh Schoo<br>es Can: | Ы  | Adjust the video, etc  |                  | 0                                     |  |          |  |  | •  | rations, graphs,<br>content. |  |  |
|   |   |                     |  |                        |                  |                                       |  |          |  |  |  |                              |  |  |
|   |   |                     |  | <u>F</u>               | <u>RL.1.7</u>    |                                       |  | RL.2     | .7   |  |  | <u>RL.3.7</u>                |  |  |
|   | sion of<br>Across<br>les  |                     | Use illustr<br>details in a<br>describe i<br>setting, or | a story to<br>ts chara | o<br>cters,      | from th<br>words<br>text to<br>unders | ne illusti<br>in a prii<br>demon<br>standing |          | and as<br>gital illu<br>to<br>th<br>r (e<br>er | spects<br>ustrati<br>what<br>e wor<br>.g., cr<br>nphas | how specific<br>s of a text's<br>ions contribute<br>is conveyed by<br>ds in a story<br>reate mood,<br>size aspects of a<br>er or setting). |                              |  |  |

| <u>K</u> <u>1</u>                           | Gr   | 6 7 8<br>ade 2<br>: Literature  | <u>9-10</u> <u>11-12</u>                                      |
|---|--|---------------------------------|---|
| RL.2.8                                      | (Not applicable for literat  | ure)                            |   |
| To address this star                        | dard, students <i>could</i> :  |                                 |   |
| Kansas High Schoo<br>Graduates Can:         | Adjust their reading to advise the second se |                                 | t formats (illustrations, graphs,<br>r to understand content. |
|   |  | _                               |   |
|   | RL.1.8   | RL.2.8                          | <u>RL.3.8</u>   |
| Progression of<br>Standard Across<br>Grades | (Not applicable for literature)  | (Not applicable for literature) | (Not applicable for literature)                               |

| K  | <u>1</u>  | <u>2</u> | <u>3</u> | <u>4</u>       | <u>5</u><br>Gra | <u>6</u><br>ade 2 | <u>7</u> | <u>8</u> | <u>9-10</u>  | <u>11-12</u>                  |  |  |
|--|-----------|----------|----------|----------------|-----------------|-------------------|----------|----------|--|-------------------------------|--|--|
|  |           |          |          | Re             | ading           | : Litera          | ture     |          |  |                               |  |  |
| <b>RL.2.9</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.   |           |          |          |                |                 |                   |          |          |  |                               |  |  |
| To address   | this star | ndare    | d, stude | nts <i>cou</i> | ıld:            |                   |          |          |  |                               |  |  |
| <ul> <li>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.</li> <li>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)</li> </ul> |           |          |          |                |                 |                   |          |          |  |                               |  |  |
| Kansas Hig<br>Graduate   |           |          |          |                |                 |                   |          |          | themes or<br>the author  | topics in order to<br>s take. |  |  |
|  |           |          |          |                |                 |                   |          |          |  |                               |  |  |
|  |           |          | F        | RL.1.9         |                 |                   | RL.2     | .9       |  | <u>RL.3.9</u>                 |  |  |
| Progression of<br>Standard Across<br>Gradesthe adventures and<br>experiences of<br>characters in stories.two or more versions of<br>the same story by<br>different authors or<br>from different cultures.the themes<br>and plots o<br>written by t<br>author abor<br>or similar c  |           |          |          |                |                 |                   |          |          | bare and contrast<br>nemes, settings,<br>plots of stories<br>on by the same<br>or about the same<br>nilar characters<br>in books from a<br>s). |                               |  |  |

| K  | <u>1</u>   | <u>2</u>      | <u>3</u>                  | <u>4</u>             | <u>5</u><br>Gra | <u>6</u><br>ade 2       | <u>7</u>            | <u>8</u>           | <u>9-10</u>  | <u>11-12</u>   |  |  |
|--|--|---------------|---------------------------|----------------------|-----------------|-------------------------|---------------------|--------------------|--|--|--|--|
|  |  |               |                           | Re                   | ading           | : Litera                | ature               |                    |  |  |  |  |
| RL.2   | <b>RL.2.10</b> Use knowledge of language and its conventions to compare formal and informal uses of English. |               |                           |                      |                 |                         |                     |                    |  |  |  |  |
| To address   | this sta   | nda           | rd, stude                 | nts cou              | ıld:            |                         |                     |                    |  |  |  |  |
| with p<br>are.<br>• Imag   | beers or a<br>ine they a<br>ligs, and a  | adul<br>are † | ts what th<br>taking a tr | e langu<br>ip to a c | age the         | ey use si<br>er's or se | uggests<br>everal d | about tl           | he kind of<br>character  | a text, and discuss<br>f characters they<br>s' homes or<br>what they might |  |  |
| Kansas Hig<br>Graduate   |  |               | Apply thei<br>and situat  |                      |                 |                         |                     |                    |  | variety of contexts settings).   |  |  |
|  |  |               |                           |                      |                 |                         |                     |                    |  |  |  |  |
|  |  |               | <u>R</u>                  | L.1.10               |                 |                         | RL.2.               | 10                 |  | <u>RL.3.10</u>   |  |  |
| Progression of<br>Standard Across<br>Grades(Begins in Grade 2.)Use knowledge of<br>language and its<br>conventions to compar<br>formal and informal use<br>of English. (See details<br>above.) |  |               |                           |                      |                 |                         |                     | ire con<br>ses abo | e knowledge of<br>guage and its<br>ventions. (Click link<br>we for details.) |  |  |  |

| <u>K 1</u>   |  | <u>6</u> 7<br>ade 2  | <u>8</u> <u>9</u> -  | <u>10</u> <u>11-12</u>  |  |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|--|
| Reading: Literature         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. |  |  |  |   |  |  |  |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>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.</li> </ul>  |  |  |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Understand vocabulary a<br>building knowledge of ne<br>determining meanings of   | w words, as well   | as employi   |   |  |  |  |  |  |  |
|  | <u>RL.1.11</u>   | RL.2.1   | 1  | <u>RL.3.11</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify the<br>meaning of unknown<br>words and multiple-<br>meaning words and<br>phrases based on<br>Grade 1 reading and<br>content, choosing<br>flexibly from a variety of<br>strategies. (Click link<br>above for details.) | Determine or cla<br>meaning of unk<br>and multiple-me<br>words and phra<br>based on Grade<br>reading and con<br>choosing flexibl<br>variety of strate<br>(See details ab | nown<br>eaning<br>ses<br>e 2<br>ntent,<br>y from a<br>gies.<br>ove.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 3<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |  |  |  |  |  |  |

| <u>K</u>  | <u>1</u>                       | <u>2</u>                        | <u>3</u>   | <u>4</u> | <u>5</u><br>Gra                             | <u>6</u><br>ade 2 | <u>7</u>                           | <u>8</u>   | <u>9-10</u> | <u>11-12</u>     |  |
|---|--------------------------------|---------------------------------|--|----------|---|-------------------|------------------------------------|--|-------------|------------------|--|
|   |                                |                                 |  | Re       | ading                                       | : Litera          | ture                               |  |             |                  |  |
| 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 <i>could</i> :   |                                |                                 |  |          |   |                   |                                    |  |             |                  |  |
| <ul> <li>Bring or make food that fits with a particular texture (e.g., gooey, crunchy, mushy).</li> <li>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)</li> </ul>          |                                |                                 |  |          |   |                   |                                    |  |             |                  |  |
|   | ligh Scho<br>ates Can:         | ol l                            | Jnderstar  | nd word  | meanir                                      | ngs, and          | nuance                             | es in wo   | rd meaning  | gs when reading. |  |
|   |                                |                                 |  |          |   |                   |                                    |  |             |                  |  |
|   |                                |                                 | <u>R</u>   | L.1.12   |   |                   | RL.2.                              | 12   |             | <u>RL.3.12</u>   |  |
| Standa  | ession of<br>rd Across<br>ades | s<br>c<br>u<br>r<br>r<br>r<br>r | With guida<br>support fro<br>demonstra<br>inderstan<br>elationshi<br>nuances in<br>neanings<br>above for | relation | tanding<br>nships a<br>es in wo<br>ngs. (Se |                   | d unde<br>relati<br>nuan<br>s mear | onstrate<br>rstanding of word<br>onships and<br>ces in word<br>hings. (Click link<br>e for details.) |             |                  |  |

#### Κ 1 2 3 8 4 7 9-10 11-12 Grade 2 **Reading: Literature** Read and comprehend high quality literary text of appropriate quantitative RL.2.13 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 Interpret meaning from a variety of texts on their own. Graduates Can: RL.1.13 RL.2.13 RL.3.13 Read and comprehend With prompting and Read and comprehend support, read and high quality literary text high quality literary text Progression of comprehend high of appropriate of appropriate **Standard Across** quantitative and quantitative and quality literary text of Grades appropriate quantitative qualitative complexity qualitative complexity and qualitative for Grade 2. for Grade 3.

complexity for Grade 1.

| ļ   | K   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u>       | <u>5</u><br>Gr                           |   | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |  |
|---|---|----------|----------|----------|----------------|--|---|----------|----------|-------------|---------------|--|
| Grade 2<br>Reading: Informational   |   |          |          |          |                |  |   |          |          |             |               |  |
|   | <b>RI.2.1</b> 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 <i>could</i> :   |   |          |          |          |                |  |   |          |          |             |               |  |
| • 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<br>Graduates Can:Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |          |          |          |                |  |   |          |          |             |               |  |
|   |   |          |          |          |                |  |   |          |          |             |               |  |
|   |   |          |          | Ē        | <u> RI.1.1</u> |  |   | RI.2.    | 1        |             | <u>RI.3.1</u> |  |
| Progression of<br>Standard Across<br>GradesAsk and answer<br>questions about key<br>details in a text.Ask and answer such<br>questions as who, what,<br>where, when, why, and<br>how to demonstrate<br>understanding of key<br>details in a text. |   |          |          |          |                | nd ques<br>nd dem<br>und<br>refe<br>text | and answer such<br>stions to<br>onstrate<br>erstanding of a text,<br>rring explicitly to the<br>as the basis for the<br>wers. |          |          |             |               |  |

| K  | <u>1</u> | <u>2</u> | <u>3</u> |               | Gra | <u>6</u><br>ade 2   |       |   | <u>9-10</u> | <u>11-12</u>      |  |
|--|----------|----------|----------|---------------|-----|---|-------|---|-------------|-------------------|--|
| 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:   |          |          |          |               |     |   |       |   |             |                   |  |
| <ul> <li>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.</li> <li>Discuss with peers and adults the ways in which main ideas of individual paragraphs contribute to the main idea of a full informational text.</li> </ul> |          |          |          |               |     |   |       |   |             |                   |  |
| Kansas Hig<br>Graduat  |          |          |          |               |     | or theme<br>orting de   |       |   | •           | neir development; |  |
|  |          | T        | <u>_</u> | <u>RI.1.2</u> |     |   | RI.2. | 2 |             | <u>RI.3.2</u>     |  |
| Progression of<br>Standard Across<br>Gradesand retell key details of<br>a text.of a multi-paragraph<br>text as well as the focus<br>of specific paragraphsidea of a text   |          |          |          |               |     | rmine the main<br>of a text; recount<br>ey details and<br>in how they<br>ort the main idea. |       |   |             |                   |  |

| <u>K</u>   | <u>1</u> | <u>2</u> <u>3</u> | <u>4</u>      | <u>5</u><br>Gra | <u>6</u><br>1de 2 | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>  |  |  |
|--|----------|-------------------|---------------|-----------------|-------------------|----------|---|-------------|---------------|--|--|
| Reading: Informational   |          |                   |               |                 |                   |          |   |             |               |  |  |
| <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas<br>or concepts, or steps in technical procedures in a text.  |          |                   |               |                 |                   |          |   |             |               |  |  |
| To address this standard, students <i>could</i> :  |          |                   |               |                 |                   |          |   |             |               |  |  |
| <ul> <li>Explain the connections between plant and/or animal life in a habitat.</li> <li>Share how water travel has changed over time.</li> </ul>  |          |                   |               |                 |                   |          |   |             |               |  |  |
| Kansas High School<br>Graduates Can:Extract meaning and purpose from informational text by analyzing its<br>structure and organization.  |          |                   |               |                 |                   |          |   |             |               |  |  |
|  |          |                   |               |                 |                   |          |   |             |               |  |  |
|  |          |                   | <u>RI.1.3</u> |                 |                   | RI.2.3   | 3   |             | <u>RI.3.3</u> |  |  |
| Progression of<br>Standard Across<br>GradesDescribe the<br>connection between<br>two individuals, events,<br>ideas, or pieces of<br>information in a text.Describe the connection<br>between a series of<br>historical events,<br>scientific ideas or<br>concepts, or steps in<br>technical procedures in<br>a text.Describe the connection<br>relationship between<br>series of historical<br>events, scientific idea<br>or concepts, or steps in<br>technical procedures in<br>a text. |          |                   |               |                 |                   |          | onship between a<br>s of historical<br>is, scientific ideas<br>ncepts, or steps in<br>ical procedures in<br>t, using language<br>pertains to time,<br>ence, and |             |               |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u> | 4<br>Read |  | <u>6</u><br>ade 2<br>nforma | 7<br>tional                              | <u>8</u>          | <u>9-10</u>                          | <u>11-12</u>  |  |  |
|---|---|----------|----------|-----------|--|-----------------------------|--|-------------------|--------------------------------------|---|--|--|
| <b>RI.2.4</b> 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:   |   |          |          |           |  |                             |  |                   |                                      |   |  |  |
| <ul> <li>Use text, illustrations, photographs, and graphics, etc., to determine the meaning of words and phrases.</li> <li>Make educated guesses about word meanings based on context, and explain their reasoning to a peer or adult.</li> </ul> |   |          |          |           |  |                             |  |                   |                                      |   |  |  |
| Kansas Hi<br>Gradua   | igh Schoo<br>tes Can:   | la       | •        |           |  |                             |  |                   |                                      | d use of figurative<br>within the context of  |  |  |
|   |   |          |          |           |  |                             |  |                   |                                      |   |  |  |
|   |   |          | <u> </u> | RI.1.4    |  |                             | RI.2                                     | .4                |                                      | <u>RI.3.4</u>   |  |  |
| Standar   | Progression of<br>Standard Across<br>Grades Ask and answer<br>questions to help<br>determine or clarify the<br>meaning of words and<br>phrases in a text. |          |          |           |  | of wor<br>a text            | nine the<br>ds and<br>relevan<br>2 topic | phrases<br>t to a | s in of g<br>and<br>ject wor<br>text | Determine the meaning<br>of general academic<br>and domain-specific<br>words and phrases in a<br>text relevant to a Grade<br>3 topic or subject area. |  |  |

|  | K   | <u>1</u>            | <u>2</u> | <u>3</u> | <u>4</u> | _   | <u>6</u><br>ade 2   | <u>7</u>                                | <u>8</u>                 | <u>9-10</u>  | <u>11-12</u>                         |    |
|--|---|---------------------|----------|----------|----------|---|---|---|--------------------------|--|--------------------------------------|----|
| 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:                 |   |                     |          |          |          |   |   |   |                          |  |                                      |    |
| <ul> <li>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.</li> <li>Play a "What Am I?" match game where text feature definitions are provided and matched to the feature.</li> </ul> |   |                     |          |          |          |   |   |   |                          |  |                                      |    |
|  | -   | gh Schoo<br>es Can: | וכ       |          |          |   |   |   |                          |  | elements to organiz<br>?) and affect | ze |
|  |   |                     |          |          |          |   |   |   |                          |  |                                      |    |
|  |   |                     |          | <u>F</u> | RI.1.5   |   |   | RI.2.                                   | 5                        |  | <u>RI.3.5</u>                        |    |
|  | Progression of<br>Standard Across<br>Grades Know and use various<br>text features (e.g.,<br>headings, tables of<br>contents, glossaries,<br>electronic menus,<br>icons) to locate key<br>facts or information in a<br>text. |                     |          |          |          | text fea<br>captior<br>subhea<br>glossa<br>electro<br>to loca | atures (<br>ns, bold<br>adings,<br>ries, inc<br>nic mei<br>te key f<br>ation in | print,<br>lexes,<br>nus, ico<br>acts or | sea<br>wo<br>hyp<br>info | e text features and<br>arch tools (e.g., key<br>rds, sidebars,<br>perlinks) to locate<br>prmation relevant to<br>iven topic efficientl | y<br>o                               |    |

| K  | <u>1</u>  | 2 | 3 <u>4</u><br>Read          |  | <u>6</u><br>ade 2<br>nforma | 7<br>tional |          | <u>9-10</u>       | <u>11-12</u>       |  |  |  |
|--|---|---|-----------------------------|--|-----------------------------|-------------|----------|-------------------|--------------------|--|--|--|
| <b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |   |   |                             |  |                             |             |          |                   |                    |  |  |  |
| To address   | To address this standard, students <i>could</i> :   |   |                             |  |                             |             |          |                   |                    |  |  |  |
| • Answer   | <ul> <li>Explain one reason why an author might have written a text.</li> <li>Answer the question, "What is the writer doing here?" at a specific point or paragraph within a text.<br/>Then answer, "How did the writer do that?"</li> </ul> |   |                             |  |                             |             |          |                   |                    |  |  |  |
| Kansas Hig<br>Graduat  |   | - | nize that di<br>nt purposes |  | perspect                    | ives ca     | n be pre | esented in o      | different ways for |  |  |  |
|  |   |   |                             |  |                             |             |          |                   |                    |  |  |  |
|  |   |   | <u>RI.1.6</u>               |  |                             | RI.2.       | 6        |                   | <u>RI.3.6</u>      |  |  |  |
| Progression of<br>Standard Across<br>GradesDistinguish between<br>information provided by<br>illustrations, other<br>graphics and or<br>information provided by<br>information provided by<br>information provided by<br>information provided by<br>information provided by<br>information provided by<br>or describe.Identify the main<br>purpose of a text,<br>including what the<br>author wants to answer,<br>explain,<br>or describe.Distinguish their ow<br>point of view from to<br>of the author of a text |   |   |                             |  |                             |             |          | of view from that |                    |  |  |  |

|  | K   | <u>1</u>                 | <u>2</u> | <u>3</u>                          |             |        | <u>6</u><br>ade 2<br>Informa                                     |   |               | <u>9-10</u>   | <u>11-12</u>                                  |
|--|---|--------------------------|----------|-----------------------------------|-------------|--------|--|---|---------------|---|---|
| RI.2.7       Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |   |                          |          |                                   |             |        |  |   |               | a machine   |   |
| • M<br>• U   | <ul> <li>To address this standard, students could:</li> <li>Match illustrations to events and ideas in the text.</li> <li>Use images and text to find key details.</li> <li>Use visual text features to aid in understanding written text.</li> </ul> |                          |          |                                   |             |        |  |   |               |   |   |
|  | Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations,<br>graphs, video, etc.) in addition to print formats, in order to understand<br>content.  |                          |          |                                   |             |        |  |   |               |   |   |
|  |   |                          |          |                                   |             |        |  |   |               |   |   |
|  |   |                          |          | <u>F</u>                          | RI.1.7      |        |  | RI.2.7                                    |               |   | <u>RI.3.7</u>                                 |
|  | -   | sion of<br>Across<br>des | ;        | Use the i<br>and deta<br>describe | ils in a te | ext to | Explain<br>images<br>diagram<br>a machi<br>contribu<br>clarify a | (e.g., a<br>showii<br>ne worl<br>te to ar | ng how<br>ks) | from illus<br>maps, pl<br>and the<br>to demot<br>understa<br>text (e.g. | anding of the<br>., where, when,<br>d how key |

## 5 6 7 8 9-10 11-12 Grade 2

<u>K 1 2 3 4</u>

**Reading: Informational** 

| RI.2.8                                      | Describe how reasons su   | pport specific points the au  | thor makes in a text.  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|
| •   | the reasons an author prov  | ides for why something occorrovides reasons for somet                             |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |   |  |  |  |  |  |  |  |
|   | <u>RI.1.8</u>   | RI.2.8  | <u>RI.3.8</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Identify the reasons an<br>author gives to support<br>points in a text. | Describe how reasons<br>support specific points<br>the author makes in a<br>text. | Describe the logical<br>connection between<br>particular sentences<br>and paragraphs in a<br>text (e.g., comparison,<br>cause/effect,<br>first/second/third in a<br>sequence). |  |  |  |  |  |  |

## <u>K 1 2 3 4</u>

## 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 <i>could</i> :   |  |   |  |  |  |  |  |  |  |  |
| <ul> <li>Read two informational texts about two different ecosystems, and create a chart or graphic to show the similarities and differences between them.</li> <li>Discuss how two writers present important points about a single topic.</li> </ul> |  |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>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.                      |   |  |  |  |  |  |  |  |  |
|   | <b>D</b> L4.0  |   | Di o o   |  |  |  |  |  |  |  |
|   | <u>RI.1.9</u>  | RI.2.9  | <u>RI.3.9</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Identify basic<br>similarities in and<br>differences between<br>two texts on the same<br>topic (e.g., in<br>illustrations,<br>descriptions, or<br>procedures). | Compare and contrast<br>the most important<br>points presented by two<br>texts on the same topic. | Compare and contrast<br>the most important<br>points and key details<br>presented in two texts<br>on the same topic. |  |  |  |  |  |  |  |

| 2 | 3 | 4 | <u>5</u> | 6     | 7 | 8 | <u>9-10</u> | <u>11-12</u> |
|---|---|---|----------|-------|---|---|-------------|--------------|
|   |   |   | Gra      | ade 2 |   |   |             |              |

<u>K</u> <u>1</u>

**Reading: Informational** 

| RI.2.10  | Use knowledge of language and its conventions to compare formal and informal uses of English. |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|
| To address this stand  | To address this standard, students <i>could</i> :   |  |  |  |  |  |  |  |  |  |
| <ul> <li>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?)</li> <li>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.</li> </ul> |   |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |  |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |  |
|  | RI.1.10 RI.2.10 <u>RI.3.10</u>  |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>GradesRI.1.10RI.2.10RI.3.10Progression of<br>Standard Across<br>  |   |  |  |  |  |  |  |  |  |  |

| <u>K 1</u>   |  | <u>6</u> <u>7</u><br>ade 2  |   | <u>-10</u>   | <u>11-12</u>  |  |  |  |  |  |
|--|--|---|---|--|---|--|--|--|--|--|
| Reading: Informational         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 |  |   |   |  |   |  |  |  |  |  |
| <ul> <li>determine or clarify the meaning of words and phrases.</li> <li>To address this standard, students could:</li> <li>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.</li> <li>Make educated guesses about three unknown words in an article they are reading, and then use print and/or online dictionarios to determine whether their guesses were correct.</li> </ul>   |  |   |   |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |   |   |  |   |  |  |  |  |  |
|  |  |   | 4   |  |   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | RI.1.11<br>Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 1<br>reading and content,<br>choosing flexibly from a<br>variety of strategies.<br>(Click link above for<br>details.) | RI.2.1<br>Determine or of<br>meaning of un<br>and multiple-m<br>words and phr<br>based on Grad<br>reading and co<br>choosing flexib<br>variety of strate<br>(See details al | clarify the<br>known<br>leaning<br>ases<br><i>de 2</i><br><i>ontent</i> ,<br>oly from a<br>egies. | Determine<br>meaning of<br>and multip<br>words and<br>based on<br>reading al | <i>Grade 3</i><br><i>nd content,</i><br>flexibly from a<br>trategies. |  |  |  |  |  |

|   | <u>K</u>  | <u>1</u>                        | <u>2</u>  | <u>3</u>  | <u>4</u>           | <u>5</u><br>Gra   | <u>6</u><br>ade 2                       | <u>7</u> | <u>8</u>                        | <u>9-10</u>  | <u>11-12</u>     |
|---|---|---------------------------------|---|---|--------------------|---|---|----------|---------------------------------|--|------------------|
| Reading: Informational                      |   |                                 |   |   |                    |   |   |          |                                 |  |                  |
|   | RI.2.12Demonstrate understanding of word relationships and nuances in word<br>meanings.a. Identify real-life connections between words and their use.<br>b. Distinguish shades of meaning among closely-related verbs and<br>closely-related adjectives.  |                                 |   |   |                    |   |   |          |                                 |  |                  |
| To ad                                       | dress   | s this star                     | dard  | l, stude  | nts cou            | ld:   |   |          |                                 |  |                  |
| •   | <ul> <li>Work with peers to make connections between how schools were 100 years ago and how schools are today.</li> <li>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)</li> </ul> |                                 |   |   |                    |   |   |          |                                 |  |                  |
|   | Kansas High School       Understand word meanings, and nuances in word meanings when reading.   |                                 |   |   |                    |   |   |          |                                 |  | gs when reading. |
|   |   |                                 |   |   |                    |   |   |          |                                 |  |                  |
|   | <u>RI.1.12</u> RI.2.12 <u>RI.3.12</u>   |                                 |   |   |                    |   |   |          |                                 | <u>RI.3.12</u>   |                  |
| Progression of<br>Standard Across<br>Grades |   | su<br>de<br>ur<br>re<br>nu<br>m | <i>(ith guida<br/>upport freemonstranderstan<br/>lationshi<br/>uances in<br/>eanings<br/>pove for</i> | om adul<br>ate<br>ding of v<br>ps and<br>n word<br>. (Click I | ts,<br>word<br>ink | Demon<br>underst<br>relation<br>nuance<br>meanin<br>above.) | anding<br>ships a<br>s in wo<br>gs. (Se | rd       | l unde<br>relationuan<br>s mear | onstrate<br>rstanding of word<br>onships and<br>ces in word<br>hings. (Click link<br>e for details.) |                  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 2 Reading: Informational Second 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<br>Graduates Can:        | Interpret meaning from a variety of informational texts.   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
|   | -  | _  |  |  |  |  |  |  |  |
|   | <u>RI.1.13</u>   | RI.2.13  | <u>RI.3.13</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | With prompting and<br>support, read and<br>comprehend high<br>quality informational<br>text of appropriate<br>quantitative and<br>qualitative complexity<br>for Grade 1. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 2. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 3. |  |  |  |  |  |  |

## <u>4</u> <u>5</u>

K

<u>1</u>

<u>2</u>

<u>3</u>

567 Grade 3 <u>8</u>



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

| Writing<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                              | <u>W.3.1</u><br><u>W.3.4</u><br><u>W.3.7</u><br><u>W.3.10</u><br><u>W.3.12</u>      | <u>W.3.2</u><br><u>W.3.5</u><br><u>W.3.8</u><br><u>W.3.11</u>     | <u>W.3.3</u><br><u>W.3.6</u><br><u>W.3.9</u>                      |
|---|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.3.1</u><br><u>SL.3.4</u><br><u>SL.3.7</u>                                     | <u>SL.3.2</u><br><u>SL.3.5</u><br><u>SL.3.8</u>                   | <u>SL.3.3</u><br><u>SL.3.6</u>                                    |
| <b>Reading: Foundational</b><br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency   | RF.3.1<br>RF.3.2<br>RF.3.3<br>RF.3.4  |   |   |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text              | <u>RL.3.1</u><br><u>RL.3.4</u><br><u>RL.3.7</u><br><u>RL.3.10</u><br><u>RL.3.13</u> | <u>RL.3.2</u><br><u>RL.3.5</u><br><u>RL.3.8</u><br><u>RL.3.11</u> | <u>RL.3.3</u><br><u>RL.3.6</u><br><u>RL.3.9</u><br><u>RL.3.12</u> |
| <b>Reading: Informational</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.3.1</u><br><u>RI.3.4</u><br><u>RI.3.7</u><br><u>RI.3.10</u><br><u>RI.3.13</u> | <u>RI.3.2</u><br><u>RI.3.5</u><br><u>RI.3.8</u><br><u>RI.3.11</u> | <u>RI.3.3</u><br><u>RI.3.6</u><br><u>RI.3.9</u><br><u>RI.3.12</u> |

#### Text Types and Purposes

1

Κ

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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- 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

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9-10

11-12

c. Provide reasons that support the opinion

2

- 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.

Grade 3 Writing

- 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.cUse commas and guotation 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.

<u>6</u>



8

7

#### Grade 3 Speaking and Listening

#### **Comprehension and Collaboration**

1

K

2

3

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 domainspecific words and phrases, including those that signal spatial and temporal relationships. <u>2</u> <u>3</u>

<u>6</u> 7

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<u>9-10</u> <u>11-12</u>

#### Grade 3 Reading: Foundational

#### **Print Concepts**

Κ

RF.3.1 Not applicable to Grade 3

1

#### 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.

4

- 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.

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### 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.

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### 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.

| <u>K</u>   | <u>1</u>                    | <u>2</u> <u>3</u>   | _            | <u>6</u><br>Grade 3<br>Writing   | <u>7</u>  | <u>8</u>              | <u>9-10</u>  | <u>11-12</u>        |  |
|--|-----------------------------|---|--------------|--|-----------|-----------------------|--|---------------------|--|
| Writing         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 |                             |   |              |  |           |                       |  |                     |  |
| <ul> <li>To address this standard, students could:</li> <li>Sort information about a topic by fact or opinion.</li> <li>Write a persuasive paragraph about a topic.</li> <li>Create an ad to convince a potential consumer to purchase their product.</li> </ul>   |                             |   |              |  |           |                       |  |                     |  |
| Kansas Hi<br>Graduat   | igh Schoo<br>tes Can:       | I Use vali<br>argumer   | •            | and relevar  | it and su | fficient e            | vidence t  | o support a written |  |
|  |                             |   |              |  |           |                       |  |                     |  |
|  |                             |   | <u>W.2.1</u> |  | W.3.      | 1                     |  | <u>W.4.1</u>        |  |
| Standar  | ssion of<br>d Across<br>des | Write op<br>which th<br>the topic<br>book the<br>about, s<br>supply n<br>for the o<br>provide<br>closure. | on,<br>ons   | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons. |           | topic<br>supp<br>view | e opinion pieces on<br>s or texts,<br>orting a point of<br>with reasons and<br>mation. |                     |  |

| <u>K</u> <u>1</u>   | <u>2 3 4</u>  | <u>5</u><br>Grad<br>Writi   |                          | <u>8</u>  | <u>9-10</u>                           | <u>11-12</u> |  |  |  |
|---|---|---|--------------------------|---|---------------------------------------|--------------|--|--|--|
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         W.3.2       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. |   |   |                          |   |                                       |              |  |  |  |
| <ul> <li>Create a research r</li> <li>Write an article to s</li> </ul>  | Write an article to share information with their peers. |   |                          |   |                                       |              |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coheren<br>ideas about a v                       |   |                          | natory tex  | ts to conve                           | y complex    |  |  |  |
|   |   |   |                          |   |                                       |              |  |  |  |
|   | <u>W.2.2</u>  |   | W.3.2                    |   | V                                     | V.4.2        |  |  |  |
| Progression of<br>Standard Across<br>Grades   | ts in ex<br>duce ex<br>ts and co                        | rite informat<br>planatory te<br>amine a top<br>nvey ideas<br>formation cle | exts to<br>ic and<br>and | Write infor<br>explanato<br>examine a<br>convey ide<br>informatio | ry texts to<br>a topic and<br>eas and |              |  |  |  |

| <u>K 1 2</u>  | <u>3 4</u>  | 5 <u>6</u><br>Grade 3<br>Writing                                 | <u>7</u> 8            | <u>9-10</u>   | <u>11-12</u>   |  |  |  |  |
|---|---|--|-----------------------|---|--|--|--|--|--|
|   | Write narratives to using effective tech sequences.   | develop real of  |                       |   |  |  |  |  |  |
| <ul> <li>W.3.3</li> <li>a. Establish a situation and introduce a narrator and/or characters organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feeling to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> |   |  |                       |   |  |  |  |  |  |
| To address this stand   | ard, students could   | d:   |                       |   |  |  |  |  |  |
| <ul><li>Create and complete</li><li>Create an alternate</li></ul>   |   | haracter in a b  | oook.                 |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coherent, w<br>developed plots, cl   |  | 0                     | ed narrative  | texts with   |  |  |  |  |
|   |   |  |                       | _   |  |  |  |  |  |
|   | <u>W.2.3</u>  |  | W.3.3                 | <u>W</u>  | <u>.4.3</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Write narratives in<br>which they recount<br>a well-elaborated<br>event or short<br>sequence of event<br>include details to<br>describe actions,<br>thoughts, and<br>feelings, use<br>temporal words to<br>signal event order,<br>and provide a sens<br>of closure. | imagined<br>or events<br>effective t<br>descriptiv<br>clear even | eal or<br>experiences | Write narra<br>develop re<br>imagined e<br>or events o<br>effective te<br>descriptive<br>and clear e<br>sequences | eal or<br>experiences<br>using<br>echnique,<br>e details,<br>event |  |  |  |  |

| K  | <u>1</u> | <u>2</u> | <u>3</u> <u>4</u> | Gr   | <u>6</u><br>ade 3<br>riting          | <u>7</u>              | <u>8</u>                           | <u>9-10</u>                     | <u>11-12</u>  |
|--|----------|----------|-------------------|------|--------------------------------------|-----------------------|------------------------------------|---------------------------------|---|
| <b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |          |          |                   |      |                                      |                       |                                    |                                 |   |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Produce a coherent, organized piece of writing.</li> </ul>                      |          |          |                   |      |                                      |                       |                                    |                                 |   |
| Kansas High School<br>Graduates Can:Create texts appropriate for specific purposes, audiences, and tasks.  |          |          |                   |      |                                      |                       |                                    | , and tasks.                    |   |
|  |          |          |                   |      |                                      |                       |                                    |                                 |   |
|  |          |          | <u>W.2.4</u>      |      |                                      | W.3.4                 | 4                                  |                                 | <u>W.4.4</u>  |
| Progress<br>Standard<br>Grad   | Across   |          | (Begins in grade  | e 3) | suppor<br>product<br>which<br>and or | ganizati<br>priate to | a <i>dult</i> s,<br>g in<br>elopme | cohe<br>which<br>and c<br>appro | uce clear and<br>rent writing in<br>the development<br>organization are<br>opriate to task,<br>ose, and audience. |

#### Grade 3 Writing

| Witting  |  |       |              |  |  |  |  |  |  |  |
|--|--|-------|--------------|--|--|--|--|--|--|--|
| W.3.5  | <i>With guidance and support from adults and peers</i> , develop and strengthen writing as needed by planning, revising, and editing.        |       |              |  |  |  |  |  |  |  |
| To address this stand  | To address this standard, students <i>could</i> :  |       |              |  |  |  |  |  |  |  |
| <ul> <li>Plan a writing piece with a focused topic.</li> <li>Revise to strengthen writing piece.</li> <li>Edit to strengthen writing piece.</li> </ul> |  |       |              |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |       |              |  |  |  |  |  |  |  |
|  |  |       |              |  |  |  |  |  |  |  |
|  | <u>W.2.5</u>   | W.3.5 | <u>W.4.5</u> |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, and editing. |       |              |  |  |  |  |  |  |  |

| <u>K 1</u>   | ••••   | <u>6 7 8</u><br>ade 3<br>iting  | <u>9-10</u> <u>11-12</u>   |  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|--|--|
| <b>W.3.6</b> 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.   |  |   |  |  |  |  |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Use digital tools to publish writing.</li> <li>Produce a final copy.</li> <li>Work collaboratively with peers.</li> <li>Develop keyboarding skills.</li> </ul> |  |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Effectively use a variety of independently and collabored  | of digital tools to produce o oratively.  | riginal works both   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | W.2.6<br>With guidance and<br>support from adults,<br>use a variety of digital<br>tools to produce and<br>publish writing,<br>including in<br>collaboration with<br>peers. | W.3.6<br>With guidance and<br>support from adults, use<br>technology to produce<br>and publish writing<br>(using keyboarding<br>skills) as well as to<br>interact and collaborate<br>with others. | <u>W.4.6</u><br>With some guidance<br>and support from<br>adults, use technology,<br>including the Internet,<br>to produce and publish<br>writing as well as to<br>interact and collaborate<br>with others;<br>demonstrate sufficient<br>command of<br>keyboarding skills to<br>type a minimum of one<br>page in a single sitting. |  |  |  |  |  |  |

#### Grade 3 Writing

|   |  | <u>U</u>   |   |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|
| W.3.7                                       | Conduct short research p   | Conduct short research projects that build knowledge about a topic.          |   |  |  |  |  |  |  |
| To address this stand                       | lard, students <i>could</i> :  |  |   |  |  |  |  |  |  |
| Select a topic of per                       | -  | e questions about that top questions, and to present                         | •   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |  |  |   |  |  |  |  |  |  |
|   |  |  | L   |  |  |  |  |  |  |
|   | <u>W.2.7</u>   | W.3.7  | <u>W.4.7</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Participate in shared<br>research and writing<br>projects (e.g., read a<br>number of books on a<br>single topic to produce<br>a report; record science<br>observations). | Conduct short research<br>projects that build<br>knowledge about a<br>topic. | Conduct short research<br>projects that build<br>knowledge through<br>investigation of different<br>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 <i>could</i> : |   |  |  |  |  |  |  |  |  |
| relevant to the topic                             | or writing purpose. (e.g., S  | ort several pieces of inform<br>Sort informational paragrap<br>e paragraphs: habitat, life o   | ohs about honeybees  |  |  |  |  |  |  |
| Kansas High School<br>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. |  |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |  |
|   | <u>W.2.8</u>  | W.3.8  | <u>W.4.8</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | Recall information from<br>experiences or gather<br>information from<br>provided sources to<br>answer a question.   | Recall information from<br>experiences or gather<br>information from print<br>and digital sources;<br>take brief notes on<br>sources and sort<br>evidence into provided<br>categories. | Recall relevant<br>information from<br>experiences or gather<br>relevant information<br>from print and digital<br>sources; take notes<br>and categorize<br>information, and<br>provide a list of<br>sources. |  |  |  |  |  |  |

 
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 9-10
 11-12

 Grade 3
 Writing
 <u>K 1 2 3 4</u>

| W.3.9   | (Begins in grade 4)    |                     |  |  |  |  |  |  |  |
|---|------------------------|---------------------|--|--|--|--|--|--|--|
| To address this standard, students <i>could</i> :   |                        |                     |  |  |  |  |  |  |  |
| Kansas High School         Locate and use supportive and relevant evidence from a range of text types |                        |                     |  |  |  |  |  |  |  |
| Graduates Can:  | to strengthen original | works.              |  |  |  |  |  |  |  |
|   | F                      |                     |  |  |  |  |  |  |  |
|   | <u>W.2.9</u>           | W.3.9               | <u>W.4.9</u>   |  |  |  |  |  |  |
|   | (Begins in grade 4)    | (Begins in grade 4) | Draw evidence from literary or<br>informational texts to support<br>analysis, reflection, and<br>research.   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   |                        |                     | Apply grade 4 Reading<br>standards to literature (e.g.,<br>"Describe in depth a character,<br>setting, or event in a story or<br>drama, drawing on specific<br>details in the text [e.g., a<br>character's thoughts, words, or<br>actions]" ). |  |  |  |  |  |  |
|   |                        |                     | Apply grade 4 Reading<br>standards to informational texts<br>(e.g., "Explain how an author<br>uses reasons and evidence to<br>support particular points in a<br>text").  |  |  |  |  |  |  |

| K  | <u>1</u> | <u>2</u> <u>3</u>  | <u>4</u>  |           | <u>6</u><br>ade 3<br>riting | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>       |
|--|----------|--|-----------|-----------|-----------------------------|----------|-----------|-------------|--------------------|
| 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.         W.3.10       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:       e. Engage in a writing process that allows them to review and use models to determine how to make their writing more effective.         e. Look closely at the use of subjects and verbs in their own writing to determine whether they agree, |          |  |           |           |                             |          |           |             |                    |
|  |          | rk accordin  |           | verbsi    | n their o                   | wn wnu   | ng to de  | etermine w  | nether they agree, |
| Kansas Hig<br>Graduate   |          | Accurate writing.  | ly and ef | fectively | / use sta                   | ndard E  | English ( | grammar a   | nd usage when      |
|  |          |  |           |           | 1                           |          |           |             |                    |
| Progress<br>Standard<br>Grad   | Across   | W.2.10W.3.10W.4.10Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)Demonstrate<br>knowledge of language<br>and command of the<br>conventions of standard<br>English grammar and<br>usage when writing.<br>(See details above.)Demonstrate comma<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing.<br> |           |           |                             |          |           |             |                    |

|   | K  | <u>1</u>           | <u>2</u> <u>3</u> | <u>4</u>                   |   | <u>6</u><br>ade 3<br>iting | <u>7</u>   | <u>8</u>   | <u>9-10</u> | <u>11-12</u>    |
|---|--|--------------------|-------------------|----------------------------|---|----------------------------|--|------------|-------------|-----------------|
| To ad   | <ul> <li>W.3.11</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         <ul> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>Use spelling patterns and generalizations when writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> <li>To address this standard, students could:         <ul> <li>Engage in a free writing activity, and then practice reviewing work to check and correct spelling, if necessary.</li> <li>Write a letter to the principal about a school-related topic, and attend to appropriate uses of capial letters and commas.</li> </ul> </li> </ul> |                    |                   |                            |   |                            |  |            |             |                 |
|   |  | h School<br>s Can: |                   | ely and effe<br>of product | - |                            |  | inics of s | standard E  | English for the |
|   |  |                    | -                 |                            |   |                            |  |            |             |                 |
|   |  |                    |                   | W.2.11                     |   |                            | W.3.1  | 1          |             | <u>W.4.11</u>   |
| Progression of<br>Standard Across<br>GradesDemonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.)Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br> |  |                    |                   |                            |   |                            | ard English<br>alization,<br>uation, and<br>ng when writing.<br>I link above for |            |             |                 |

| <u>K</u> <u>1</u>                         | <u>2</u>  | <u>3</u> | <u>4</u> |    | <u>6</u><br>ade 3<br>riting                             | <u>7</u>  | <u>8</u>  | <u>9-10</u>  | <u>11-12</u>  |                                     |
|---|---|----------|----------|----|---|---|---|--|---|-------------------------------------|
| W.3.12                                    | W.3.12Write routinely over extended time frames (time for research, reflection, and<br>revision) and shorter time frames (a single sitting or a day or two) for a range<br>of discipline-specific tasks, purposes, and audiences. |          |          |    |   |   |   |  |   |                                     |
| Write daily for                           | <ul> <li>To address this standard, students could:</li> <li>Write daily for different purposes and audiences.</li> <li>Use writing to communicate thoughts, questions, and answers.</li> </ul>                                    |          |          |    |   |   |   |  |   |                                     |
|   | Kansas High School<br>Graduates Can:       Write routinely over varied time frames for a range of tasks, purposes, and<br>audiences.  |          |          |    |   |   |   |  | nd  |                                     |
|   |   | W        | .2.12    | _  | -   | W.3.′   | 12  |  | <u>W.4.12</u>   |                                     |
| Progression o<br>Standard Acros<br>Grades | of  | egins in | grade :  | 3) | (time for<br>reflection<br>and sh<br>(a sing<br>or two) | ed time<br>or resea<br>on, and<br>orter tir<br>le sittin<br>for a ra<br>ne-spe<br>es, and | e frames<br>arch,<br>I revisior<br>me frame<br>g or a da<br>ange of<br>cific task | exten<br>(time<br>n) reflec<br>es and s<br>ay (a sin<br>or two<br>ss, discip | routinely ove<br>ded time fram<br>for research,<br>tion, and revis<br>horter time fra<br>gle sitting or a<br>gle sitting or a<br>o) for a range<br>line-specific t<br>ses, and<br>nces. | nes<br>sion)<br>ames<br>a day<br>of |

#### <u>K 1 2 3 4 5 6</u>

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 11-12

 Grade 3
 Speaking and Listening
 Image: Comparison of the second sec

| SL.3.1                                      | <ul> <li>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.</li> <li>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.</li> <li>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).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their ideas and understanding in light of the discussion.</li> </ul> |   |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| To address this stand                       | ard, students could:  |   |  |  |  |  |  |  |
|   | <ul> <li>Participate in group discussions focused on a common text.</li> <li>Participate in group discussions focused on a topic presented in class.</li> </ul>   |   |  |  |  |  |  |  |
| Kansas High School<br>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.  |   |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |
|   | <u>SL.2.1</u>   | SL.3.1  | <u>SL.4.1</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Participate in<br>collaborative<br>conversations about<br><i>Grade 2 topics and</i><br><i>texts</i> with peers and<br>adults in small and<br>larger groups.   | 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. | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br><i>Grade 4 topics and</i><br><i>texts</i> , building on<br>others' ideas and<br>expressing their own<br>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. |   |   |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Know the definition of a key detail and identify key details.</li> <li>Know the definition of a main idea and identify main ideas.</li> <li>Synthesize information presented orally and/or in diverse formats.</li> </ul> |   |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |   | resented in diverse media a<br>cy according to purpose and  |   |  |  |  |  |  |  |
|   |   |   |   |  |  |  |  |  |  |
|   | <u>SL.2.2</u>   | SL.3.2  | <u>SL.4.2</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Recount or describe<br>key ideas or details<br>from a text read aloud<br>or information<br>presented orally or<br>through other media.                                      | Determine the main<br>ideas and supporting<br>details of a text read<br>aloud or information<br>presented in diverse<br>media and formats,<br>including visually,<br>quantitatively, and<br>orally. | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. |  |  |  |  |  |  |

| K                           |        | <u>1</u> | <u>2</u> | <u>3</u>               | <u>4</u>  | <u>5</u> | <u>6</u>  | <u>7</u> | <u>8</u>   | <u>9-10</u>   | <u>11-12</u> |
|-----------------------------|--------|----------|----------|------------------------|-----------|----------|-----------|----------|------------|---------------|--------------|
|                             |        |          |          |                        | _         |          | ade 3     | _        |            |               |              |
|                             |        |          |          |                        | Spea      | aking a  | and Lis   | tening   | 9          |               |              |
| SI                          | 3.3    |          |          | Ask and a<br>appropria |           | •        |           |          | ation fro  | m a speake    | r, offering  |
| To addres                   | ss thi | is star  | ndar     | rd, stude              | nts cou   | uld:     |           |          |            |               |              |
| <ul> <li>Ask ar</li> </ul>  | d ans  | swer q   | ues      | tions abo              | ut inforr | mation   | oresente  | d orally |            |               |              |
| <ul> <li>Disting</li> </ul> | uish   | betwee   | en a     | a questior             | and a     | stateme  | ent.      |          |            |               |              |
| <ul> <li>Constr</li> </ul>  | uct re | elevant  | t sta    | itements a             | and que   | estions. |           |          |            |               |              |
| <ul> <li>Provid</li> </ul>  | e elal | ooratio  | n ai     | nd detail v            | when ai   | nswerin  | g questic | ons abc  | out inform | mation from   | a speaker.   |
| Kansas H<br>Gradua          |        |          |          | Objective<br>claim and |           |          |           | , accur  | acy, and   | d validity of | a speaker's  |
|                             |        |          |          |                        |           |          |           |          |            |               |              |

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

| <u>K 1</u>  | -   | rade 3   | <u>9-10</u> <u>11-12</u> |  |  |  |  |  |  |
|---|---|--|--------------------------|--|--|--|--|--|--|
|   | Speaking  | and Listening  |                          |  |  |  |  |  |  |
| <b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropria facts and relevant, descriptive details, speaking clearly at an understandable pace.   |   |  |                          |  |  |  |  |  |  |
| To address this sta   | indard, students could:   |  |                          |  |  |  |  |  |  |
| <ul> <li>Identify words that appeal to the senses.</li> <li>Use words that suggest feelings.</li> <li>Use appropriate volume, enunciation, and rate when speaking for a variety of purposes.</li> <li>Speech is logical and understandable.</li> <li>Focus on details that relate directly to the topic or text.</li> </ul> |   |  |                          |  |  |  |  |  |  |
| Kansas High Scho<br>Graduates Can:  | sas High School Prepare a variety of presentations, each with a clear line of reasoning,        |  |                          |  |  |  |  |  |  |
|   | <u>SL.2.4</u>   | SL.3.4   | <u>SL.4.4</u>            |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Tell a story or recount<br>an experience with<br>appropriate facts and<br>relevant, descriptive | Report on a topic or text,<br>tell a story, or recount<br>an experience with<br>appropriate facts and<br>relevant, descriptive<br>details, speaking clearly<br>at an understandable<br>pace. |                          |  |  |  |  |  |  |

| K  | <u>1</u>   | <u>2</u> | <u>3</u>                             | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>               |   |
|--|--|----------|--------------------------------------|----------|----------|----------|----------|----------|-------------|----------------------------|---|
|  | Grade 3<br>Speaking and Listening  |          |                                      |          |          |          |          |          |             |                            |   |
| SL.3.5Create engaging audio recordings of stories or poems that demonstra<br>fluid reading at an understandable pace; add visual displays when<br>appropriate to emphasize or enhance certain facts or details.  |  |          |                                      |          |          |          |          |          |             | lays when                  | ÷ |
| <ul> <li>To address this standard, students could:</li> <li>Produce physical or digital drawings depicting information described with detail.</li> <li>Create visual displays to emphasize facts or details.</li> <li>Use technology to create audio recordings.</li> <li>Create Audio recordings demonstrating reading fluently with appropriate pacing.</li> <li>Recount experiences.</li> </ul> |  |          |                                      |          |          |          |          |          |             |                            |   |
| Kansas Hig<br>Graduate   |  | ונ       | Strategica<br>presentat<br>understar | ions to  | •        |          |          |          |             | elements into<br>Idience's |   |
|  |  |          |                                      |          |          |          |          |          |             |                            |   |
|  |  |          | <u>S</u>                             | L.2.5    |          |          | SL.3.    | 5        |             | <u>SL.4.5</u>              |   |
| Standard   | Progression of<br>Standard Across<br>GradesSL.2.5SL.3.5SL.4.5Progression of<br>Standard Across<br>GradesCreate audio<br>recordings of stories or<br>poems; add drawings<br>or other visual displays<br>to stories or recounts<br>of experiences when<br>appropriate to clarify<br>ideas, thoughts, and<br>feelings.Create engaging audio<br> |          |                                      |          |          |          |          |          | to<br>nce   |                            |   |

| K   | <u>1</u>   | <u>2</u> | <u>3</u>  |  |                   | ade 3                                   | <u>7</u>  |                                 | <u>9-10</u>  | <u>11-12</u>  |
|---|--|----------|---|--|-------------------|---|---|---------------------------------|--|---|
| Speaking and Listening         SL.3.6       Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |  |          |   |  |                   |   |   |                                 |  |   |
| Speak w   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Speak with appropriate volume, enunciation, and rate.</li> <li>Use complete sentences when speaking including a subject and a predicate.</li> </ul> |          |   |  |                   |   |   |                                 |  |   |
|   | Kansas High School<br>Graduates Can:       Effectively adapt speech to fit a variety of contexts and communication<br>situations.  |          |   |  |                   |   |   |                                 |  | mmunication   |
|   |  | Т        | <u>S</u>  | <u>6L.2.6</u>                              | _                 |   | SL.3.   | 6                               |  | <u>SL.4.6</u>   |
| Progres<br>Standard<br>Grac   | Across   |          | Produce of<br>sentences<br>appropria<br>situation in<br>provide re<br>detail or c | s when<br>te to tas<br>n order<br>equestee | sk and<br>to<br>d | senten<br>approp<br>situatio<br>provide | in comp<br>ces who<br>riate to<br>on in orce<br>reques<br>or clarific | en<br>task an<br>ler to<br>sted | d conte<br>form<br>prese<br>situa<br>infor<br>grou<br>form | rentiate between<br>exts that call for<br>al English (e.g.,<br>enting ideas) and<br>tions where<br>mal discourse is<br>opriate (e.g., small-<br>p discussion); use<br>al English when<br>opriate to task and<br>tion. |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 3 Grad 3 Grad 3

| Oldue J   |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
|   | 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: |  |  |  |  |  |  |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :   |  |  |  |  |  |  |  |  |  |
| <ul><li>choosing words t</li><li>Collaborate with</li></ul>   | sations with peers in which<br>that would most effectively<br>peers to prepare a presen-<br>ience to make a certain de                     | produce a desired result.<br>tation for an audience in w   | hich they attempt to   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Accurately and effectively speaking.   | / use standard English gra   | mmar and usage when  |  |  |  |  |  |  |  |
|   |  | -  | _  |  |  |  |  |  |  |  |
|   | <u>SL.2.7</u>  | SL.3.7   | <u>SL.4.7</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for details.) | Demonstrate knowledge<br>of language and<br>command of the<br>conventions of standard<br>English grammar and<br>usage when speaking.<br>(See details above.) | Demonstrate command of<br>the conventions of<br>standard English grammar<br>and usage when<br>speaking. (Click link<br>above for details.) |  |  |  |  |  |  |  |

| <u>K</u>  | 1   | <u>2</u> | <u>3</u>  |  | Gra                  | <u>6</u><br>ade 3  |   | _  | <u>9-10</u>  | <u>11-12</u>  |  |  |
|---|---|----------|---|--|----------------------|--|---|--|--|---|--|--|
| 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.   |   |          |   |  |                      |  |   |  |  |   |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Practice conversations related to a specific text in which they must use domain-specific language in order to convey meaning.</li> <li>Describe to a group of peers his or her "perfect day," including where it would take place, when each activity would happen, etc.</li> </ul> |   |          |   |  |                      |  |   |  |  |   |  |  |
|   | Kansas High School<br>Graduates Can:Use a variety of context-appropriate words in a range of situations, and<br>engage in effective strategies for determining word meanings and adding<br>new words to a personal vocabulary bank. |          |   |  |                      |  |   |  |  |   |  |  |
|   |   |          | <u>S</u>  | <u>L.2.8</u>   | _                    |  | SL.3.8  | 3  |  | <u>SL.4.8</u>   |  |  |
| Progress<br>Standard<br>Grac  | Across  |          | Use words<br>acquired the<br>conversation<br>and being<br>responding<br>including to<br>adjectives<br>to describe | hrough<br>ions, rea<br>read to<br>g to text<br>using<br>and ad | ading<br>, and<br>s, | accura<br>approp<br>conver<br>acader<br>specifi<br>phrase<br>those t<br>and te | e and us<br>tely grad<br>oriate<br>sational<br>mic, and<br>c words<br>es, incluc<br>hat sign<br>mporal<br>nships. | de-<br>, genera<br>domair<br>and<br>ding | al accur<br>appro<br>al acade<br>phras<br>that s<br>action<br>states | ire and use<br>rately grade-<br>opriate general<br>emic and domain-<br>fic words and<br>ses, including those<br>signal precise<br>ns, emotions, or<br>s of being and that<br>asic to a particular |  |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 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 I <td

## K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 3 Grad 3 Grad 3

**Reading: Foundational** 

| Phonological Awareness                            |                                   |  |  |  |  |  |  |  |
|---|-----------------------------------|--|--|--|--|--|--|--|
| RF.3.2  | RF.3.2 Not applicable to grade 3. |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |                                   |  |  |  |  |  |  |  |
|   |                                   |  |  |  |  |  |  |  |
|   |                                   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |                                   |  |  |  |  |  |  |  |

**Reading: Foundational** 

| Phonics and Word Recognition   |  |        |               |  |  |  |  |  |  |  |
|--|--|--------|---------------|--|--|--|--|--|--|--|
|  | Know and apply grade-level phonics and word analysis skills in decoding words.   |        |               |  |  |  |  |  |  |  |
| <ul> <li>RF.3.3</li> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).</li> <li>b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).</li> <li>c. Decode multisyllabic words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul> |  |        |               |  |  |  |  |  |  |  |
| • Select words in a words with peers   | <ul> <li>To address this standard, students could:</li> <li>Select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults.</li> <li>Read – silently or aloud – books with multisyllabic words, and check understanding of the text with</li> </ul> |        |               |  |  |  |  |  |  |  |
|  |  |        |               |  |  |  |  |  |  |  |
|  | <u>RF.2.3</u>  | RF.3.3 | <u>RF.4.3</u> |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | gression of<br>dard AcrossKnow and apply grade-<br>level phonics and wordKnow and apply grade-<br>level phonics and wordKnow and apply grade-<br>level phonics and word  |        |               |  |  |  |  |  |  |  |

#### Grade 3 Reading: Foundational

| Fluency   |  |   |   |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|
| RF.3.4Read 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,<br>and expression on successive readings.c. Use context to confirm or self-correct word recognition and<br>understanding, rereading as necessary. |  |   |   |  |  |  |  |  |  |
| Participate in prac   | <ul> <li>Find – in a classroom, school, or public library – a text that will help him or her learn more about a</li> </ul> |   |   |  |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |  |
|   | <u>RF.2.4</u>  | RF.3.4  | <u>RF.4.4</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Read with sufficient<br>accuracy and fluency to<br>support comprehension.  | Read with sufficient<br>accuracy and fluency to<br>support comprehension. | Read with sufficient<br>accuracy and fluency to<br>support comprehension. |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u> |               |  | <u>6</u><br>ade 3<br>: Litera | 7<br>ture | <u>8</u> | <u>9-10</u>      | <u>11-12</u>   |
|---|---|----------|----------|---------------|--|-------------------------------|-----------|----------|------------------|--|
| <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |   |          |          |               |  |                               |           |          |                  |  |
| <ul><li>Cons</li><li>Use t</li></ul>  |   |          |          |               |  |                               |           |          |                  |  |
|   | Kansas High School<br>Graduates Can:Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn<br>from the text.   |          |          |               |  |                               |           |          | s; cite specific |  |
|   |   |          |          |               |  |                               |           |          |                  |  |
|   |   |          |          | <u>RL.2.1</u> |  |                               | RL.3.     |          |                  | <u>RL.4.1</u>  |
| Stand   | Progression of<br>Standard Across<br>GradesAsk and answer such<br>questions as who,<br>what, where, when,<br>why, and how to<br>demonstrate<br>understanding of key<br>details in a text.Ask and answer<br>questions to<br>demonstrate<br>text, referring explicitly<br>to the text as the basis<br>for the answers.Refer to details and<br>examples in a text when<br>explaining what the text<br>drawing inferences from<br>the text. |          |          |               |  |                               |           |          |                  | oles in a text when<br>ning what the text<br>explicitly and when<br>ng inferences from |

| K   | <u>1</u>   | <u>2</u>                     | <u>3</u>   |                                | Gra            | <u>6</u><br>ade 3 |   | <u>8</u>   | <u>9-</u> 2 | <u> 0</u>        | <u>11-12</u>  |
|---|--|------------------------------|--|--------------------------------|----------------|-------------------|---|--|-------------|------------------|---|
| 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. |  |                              |  |                                |                |                   |   |  |             |                  |   |
| Recount   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Recount stories by giving detailed events in chronological order.</li> <li>Use background knowledge and the text to determine what the author wants the reader to learn.</li> </ul> |                              |  |                                |                |                   |   |  |             |                  |   |
| -   | Kansas High School<br>Graduates Can:Determine central ideas or themes of a text and analyze their development;<br>summarize the key supporting details and ideas.  |                              |  |                                |                |                   |   |  |             | ∍ir development; |   |
|   |  | -                            | R  | L.2.2                          |                |                   | RL.3.   | 2  | _           |                  | RL.4.2  |
| Progres<br>Standard<br>Grac   | Across   | incl<br>folk<br>cult<br>dete | count si<br>uding fa<br>tales fr<br>tures, a<br>ermine<br>ssage, | tories,<br>ables ai<br>om dive | erse<br>entral |                   | it storie<br>og fable<br>s, and i<br>/erse c<br>ne the<br>ge, less<br>nd exp<br>eyed th | es,<br>myths<br>ultures;<br>central<br>con, or<br>lain how<br>rough ke | r it        | story            | nine the theme of<br>, drama, or poem<br>etails in the text;<br>arize 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 stand  | ard, students could:  |  |   |  |  |  |  |  |  |
| <ul> <li>Use a visual display to explain how one character's actions contributed to an event or a sequence of events in a story.</li> <li>Create a character map showing important, text-supported features of a character.</li> </ul> |   |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Analyze elements of plot as they relate to the meaning of a text.   |  |   |  |  |  |  |  |  |
|  |   |  |   |  |  |  |  |  |  |
|  | <u>RL.2.3</u>   | RL.3.3   | <u>RL.4.3</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Describe how<br>characters in a story<br>respond to major<br>events and<br>challenges.  | Describe characters in a<br>story (e.g., their traits,<br>motivations, or feelings)<br>and explain how their<br>actions contribute to the<br>sequence of events. | Describe in depth a<br>character, setting, or<br>event in a story or<br>drama, drawing on<br>specific details in the<br>text (e.g., a character's<br>thoughts, words, or<br>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 stand  | ard, students could:  |        |               |  |  |  |  |  |  |  |
| <ul> <li>Describe how word choice affects the meaning of a text.</li> <li>Know and identify literal language.</li> <li>Know and identify figurative language.</li> </ul> |   |        |               |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |        |               |  |  |  |  |  |  |  |
|  |   |        |               |  |  |  |  |  |  |  |
|  | <u>RL.2.4</u>   | RL.3.4 | <u>RL.4.4</u> |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Describe how words<br>and phrases (e.g.,<br>regular beats,<br>alliteration, rhymes,<br>repeated lines) supply<br>rhythm and meaning in<br>a story, poem, or song.Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, distinguishing<br> |        |               |  |  |  |  |  |  |  |

| <u>K 1</u>   | G  | Grade 3  | <u>9-10</u> <u>11-12</u>   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| 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. |  |  |  |  |  |  |  |  |  |  |
| <ul><li> Define terms suc</li><li> Use terms such a</li></ul>  | To address this standard, students <i>could</i> :  |  |  |  |  |  |  |  |  |  |
| Kansas High Scho<br>Graduates Can:   |  | ithor uses text features and o<br>oters work together to build a   |  |  |  |  |  |  |  |  |
|  | DL 0.5   |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | RL.2.5<br>Describe the overall<br>structure of a story,<br>including describing<br>how the beginning<br>introduces the story ar<br>the ending concludes<br>the action. | RL.3.5<br>Refer to parts of stories,<br>dramas, and poems<br>when writing or<br>speaking about a text,<br>using terms such as<br>chapter, scene, and<br>stanza; describe how<br>each successive part<br>builds on earlier<br>sections. | RL.4.5<br>Explain major<br>differences between<br>poems, drama, and<br>prose, and refer to the<br>structural elements of<br>poems (e.g., verse,<br>rhythm, meter) and<br>drama (e.g., casts of<br>characters, settings,<br>descriptions, dialogue,<br>stage directions) when<br>writing or speaking<br>about a text. |  |  |  |  |  |  |  |

<u>K 1 2 3 4</u>

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**Reading: Literature** 

| Reading. Literature   |  |        |               |  |  |  |  |  |  |  |
|---|--|--------|---------------|--|--|--|--|--|--|--|
| RL.3.6  | Distinguish their own point of view from that of the narrator or those of the characters.  |        |               |  |  |  |  |  |  |  |
| To address this stand   | ard, students could:   |        |               |  |  |  |  |  |  |  |
| <ul> <li>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.</li> <li>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.</li> </ul> |  |        |               |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Kansas High School Recognize that different perspectives can be presented in different ways for  |        |               |  |  |  |  |  |  |  |
|   |  |        |               |  |  |  |  |  |  |  |
|   | <u>RL.2.6</u>  | RL.3.6 | <u>RL.4.6</u> |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Acknowledge<br>differences in the points<br>of view of characters,<br>including by speaking inDistinguish their own<br>point of view from that of<br>the narrator or those of<br>the characters.Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including |        |               |  |  |  |  |  |  |  |

| <u> </u>                                       | <u> </u>  | <u>1</u>                | <u>2</u> | <u>3</u>   | <u>4</u><br>Rea  |                    | <u>6</u><br>ade 3<br>: Litera                             | 7<br>ture  | <u>8</u> | <u>9-10</u>  | <u>11-12</u>   |  |
|--|---|-------------------------|----------|--|--|--------------------|---|--|----------|--|--|--|
| I  | <b>RL.3.7</b> 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).   |                         |          |  |  |                    |   |  |          |  |  |  |
| <ul> <li>Defir</li> <li>Defir and/o</li> </ul> |   |                         |          |  |  |                    |   |  |          |  |  |  |
| Kansas   | <ul> <li>Describe how the illustrations add meaning to the words.</li> <li>Kansas High School<br/>Graduates Can:</li> <li>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</li> </ul> |                         |          |  |  |                    |   |  |          |  |  |  |
|  |   |                         | -        |  | RL.2.7   |                    | _   | RL.3   | 27       |  | RL.4.7   |  |
| Stand  |   | sion of<br>Across<br>es |          | Use inforr<br>from the il<br>and words<br>digital text<br>demonstra<br>understan<br>characters<br>plot | nation g<br>Iustratio<br>s in a pri<br>t to<br>ate<br>iding of i | ns<br>nt or<br>its | aspect<br>illustra<br>what is<br>words<br>create<br>empha | n how s<br>s of a t<br>tions co<br>s conve<br>in a sto<br>mood,<br>size as | specific | e to sto<br>the vis<br>, pre<br>ide<br>of a ver<br>des | KL.4.7<br>ke connections<br>tween the text of a<br>ary or drama and a<br>ual or oral<br>esentation of the text,<br>antifying where each<br>rsion reflects specific<br>scriptions and<br>ections in the text. |  |

| <u>K</u> <u>1</u>                           | -   | 67<br>ade 3<br>g: Literature | <u>8</u> | <u>9-10</u> | <u>11-12</u> |  |  |  |  |  |
|---|---|------------------------------|----------|-------------|--------------|--|--|--|--|--|
| RL.3.8 (Not applicable for literature)      |   |                              |          |             |              |  |  |  |  |  |
| To address this star                        | dard, students <i>could</i> :   |                              |          |             |              |  |  |  |  |  |
| Kansas High Schoo<br>Graduates Can:         | Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations, graphs,<br>video, etc.) in addition to print formats, in order to understand content. |                              |          |             |              |  |  |  |  |  |
|   |   | _                            |          | _           |              |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades |   |                              |          |             |              |  |  |  |  |  |

| <u>K</u>  | <u>1</u>   | <u>2</u>          | <u>3</u>   | <u>4</u>                                    | <u>5</u><br>Gra             | <mark>6</mark><br>ade 3   | <u>7</u>   | <u>8</u>                                      | <u>9-10</u>   | <u>11-12</u>   |
|---|--|-------------------|--|---|-----------------------------|---|--|---|---|--|
|   |  |                   |  | Re  | ading                       | : Litera  | ture   |   |   |  |
| <b>RL.3.9</b> 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 sta   | ndar              | d, studer  | nts <i>cou</i>                              | ld:                         |   |  |   |   |  |
| <ul><li>plots from</li><li>Create a</li></ul>   | <ul> <li>Read books in a series, and discuss with peers similarities and differences in themes, settings, and plots from one book to the next.</li> <li>Create a plot diagram of two different books in a series and discuss similarities and differences with peers or adults.</li> </ul> |                   |  |   |                             |   |  |   |   |  |
| Kansas Hig<br>Graduat   |  |                   |  |   |                             |   |  |   | hemes or<br>the author  | topics in order to<br>s take.  |
|   |  |                   |  |   |                             |   |  |   |   |  |
|   |  |                   | <u>R</u>   | L.2.9                                       |                             |   | RL.3.9   | 9   |   | <u>RL.4.9</u>  |
| Progres<br>Standard<br>Grae   | Across   | tv<br>C<br>C<br>C | Compare<br>wo or mo<br>of the sam<br>Cinderella<br>lifferent a<br>rom differ | re versi<br>ne story<br>stories<br>uthors o | ons<br>(e.g.,<br>) by<br>or | Compare<br>the ther<br>and plo<br>written<br>author a<br>or simila<br>(e.g., in<br>series). | nes, se<br>ts of sto<br>by the s<br>about th<br>ar chara | ttings,<br>pries<br>same<br>ne same<br>acters | the tr<br>them<br>oppo<br>evil) a<br>even<br>in sto<br>tradit | pare and contrast<br>reatment of similar<br>es and topics (e.g.,<br>sition of good and<br>and patterns of<br>ts (e.g., the quest)<br>ories, myths, and<br>ional literature from<br>ent cultures. |

| <u>K</u>   | <u>1</u>              | <u>2</u> | <u>3</u>              |  |  | ade 3 | <u>7</u> | <u>8</u> | <u>9-1(</u>          | <u>0</u> | <u>11-12</u>           |
|--|-----------------------|----------|-----------------------|--|--|-------|----------|----------|----------------------|----------|------------------------|
| 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.  |                       |          |                       |  |  |       |          |          |                      |          |                        |
| <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>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.</li> </ul> |                       |          |                       |  |  |       |          |          |                      |          |                        |
| Kansas H<br>Gradua   | igh Schoc<br>tes Can: | bl       | Apply thei and situat |  |  |       |          |          |                      |          | ty of contexts<br>gs). |
|  |                       |          |                       |  |  |       |          |          |                      |          |                        |
| Progression of<br>Standard Across<br>GradesRL.2.10RL.3.10RL.4.10Use knowledge of<br>language and its<br>conventions to<br>compare formal and<br>informal uses of<br>English.Use knowledge of<br>language and its<br>conventions when<br>   |                       |          |                       |  |  |       |          |          | /ledge of<br>and its |          |                        |

| K  | <u>1</u>                    | <u>2</u>  | <u>3</u>   | <u>4</u>  | <u>5</u><br>Gra                         | <u>6</u><br>ade 3   | <u>7</u> | <u>8</u>   | <u>9-10</u>   | <u>11-12</u>   |  |
|--|-----------------------------|---|--|---|---|---|----------|--|---|--|--|
| 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   | s this stan                 | dard, s   | studen   | nts <i>cou</i>  | ld:                                     |   |          |  |   |  |  |
| words. <ul> <li>Engage root words</li> </ul> Kansas Hi   | words.                      |   |  |   |   |   |          |  |   |  |  |
|  |                             |   |  |   |   |   |          |  |   |  |  |
|  |                             |   | RL   | 2.11  |   |   | RL.3.1   | 1  |   | <u>RL.4.11</u>   |  |
| Standard   | ssion of<br>d Across<br>des | mea<br>and<br>word<br>base<br>read<br>choo<br>varie | ining o<br>multip<br>ds and<br>ed on (<br>ding an<br>osing fl<br>ety of s<br>ck link | or clari<br>f unkno<br>le-mear<br>phrase<br><i>Grade 2</i><br><i>d conte</i><br>lexibly f<br>strategie<br>above f | wn<br>ning<br>s<br>ent,<br>rom a<br>es. | meanin<br>multiple<br>and phi<br><i>Grade</i><br><i>content</i><br>from a | es. (See | nown a<br>ng word<br>ased on<br>g and<br>ng flexil | Ind mea<br>Is multi<br>and<br><i>Gra</i><br>bly from<br>(Clic | ermine or clarify the<br>ning of unknown and<br>iple-meaning words<br>phrases <i>based on</i><br><i>de 4 reading and</i><br><i>tent</i> , choosing flexibly<br>a a range of strategies.<br>k link above for<br>ils.) |  |

| Ł                             | <u>&lt;</u>  | <u>1</u>                 | <u>2</u>    | <u>3</u>  | <u>4</u>                                  | <u>5</u><br>Gr | <u>6</u><br>ade 3   | <u>7</u>                      | <u>8</u> | <u>9-10</u>                           | <u>11-12</u>   |  |
|-------------------------------|--|--------------------------|-------------|---|---|----------------|---|-------------------------------|----------|---------------------------------------|--|--|
|                               | 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 add                        | ress   | this sta                 | ndar        | d, stude  | nts <i>cou</i>                            | ld:            |   |                               |          |                                       |  |  |
| expla<br>Parti<br>degr<br>hum | <ul> <li>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.</li> <li>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.</li> </ul> |                          |             |   |   |                |   |                               |          |                                       |  |  |
|                               | _  | jh Schoo<br>es Can:      | ol l        | Jnderstar   | nd word                                   | meani          | ngs, and  | nuance                        | es in wo | ord meani                             | ngs when reading.  |  |
|                               |  |                          |             |   |   |                |   |                               |          |                                       |  |  |
|                               |  |                          |             | <u>RI</u>   | L.2.12                                    |                |   | RL.3.1                        | 2        |                                       | <u>RL.4.12</u>   |  |
| Stand                         |  | sion of<br>Across<br>les | r<br>r<br>r | Demonstr<br>understan<br>relationsh<br>nuances i<br>neanings<br>above for | iding of<br>ips and<br>n word<br>. (Click | link           | Demons<br>underst<br>relations<br>nuance<br>meanin<br>above.) | anding<br>ships a<br>s in wol | nd<br>rd | und<br>figur<br>relat<br>s nua<br>mea | nonstrate<br>erstanding of<br>rative language, word<br>tionships, and<br>nces in word<br>anings. (Click link<br>ve for details.) |  |

| <u>K</u>  | <u>1</u>   | <u>2</u>             | <u>3</u>   |                                     | Gra                   | ade 3                                  |  | <u>8</u>             | <u>9-10</u>                        | <u>11-12</u>  |
|---|--|----------------------|--|-------------------------------------|-----------------------|--|--|----------------------|------------------------------------|---|
| Reading: Literature         RL.3.13       Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3. |  |                      |  |                                     |                       |  |  |                      |                                    |   |
|   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |                      |  |                                     |                       |  |  |                      |                                    |   |
| Kansas Hig<br>Graduate  |  | ol In                | iterpret n   | neaning                             | g from a              | variety                                | of texts                                       | on theii             | r own.                             |   |
|   |  |                      |  |                                     |                       |  |  |                      |                                    |   |
|   |  |                      | R  | 2.13                                |                       |  | RL.3.  | 13                   |                                    | <u>RL.4.13</u>  |
| Progres<br>Standard<br>Grac   | Across   | hi<br>pi<br>aj<br>ai | ead and<br>gh qualit<br>rose and<br>opropriat<br>nd qualita<br>omplexity | y dram<br>poetry<br>e quan<br>ative | as,<br>of<br>titative | high qu<br>prose a<br>approp<br>and qu | uality dr<br>and poe<br>priate qu<br>alitative | etry of<br>uantitati | high<br>prose<br>ve appro<br>and o | and comprehend<br>quality dramas,<br>and poetry of<br>opriate quantitative<br>qualitative<br>blexity for Grade 4. |

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 Grade 3

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<u>K 1 2 3 4</u>

#### **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 stand   | ard, students could:  |   |  |  |  |  |  |  |  |
| <ul> <li>Construct questions using <i>who, what, where, when, why,</i> and <i>how.</i></li> <li>Use text and text features to ask and answer key idea/detail questions.</li> <li>Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.)</li> </ul> |   |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Read closely through multiple interactions with a text in order to determineKansas High Schoolwhat the text says explicitly and to make logical inferences; cite specific |   |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |
|   | <u>RI.2.1</u>   | RI.3.1  | <u>RI.4.1</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Ask and answer such<br>questions as who,<br>what, where, when,<br>why, and how to<br>demonstrate<br>understanding of key<br>details in a text.                            | Ask and answer<br>questions to<br>demonstrate<br>understanding of a text,<br>referring explicitly to the<br>text as the basis for the<br>answers. | Refer to details and<br>examples in a text<br>when explaining what<br>the text says explicitly<br>and when drawing<br>inferences from the<br>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 stand  | ard, students <i>could</i> :   |        |               |  |  |  |  |  |  |
| <ul> <li>Use text, pictures, photographs, illustrations, etc., to ask and answer key detail questions.</li> <li>Create a storyboard or drawing showing their understanding of the key details of a text and how they contribute to the main idea.</li> </ul> |  |        |               |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |        |               |  |  |  |  |  |  |
|  | -  | -      |               |  |  |  |  |  |  |
|  | <u>RI.2.2</u>  | RI.3.2 | <u>RI.4.2</u> |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Identify the main topic<br>of a multi-paragraph<br>text as well as the focus<br>of specific paragraphs<br>within the text.Determine the main<br>idea of a text; recount<br>the key details and<br>explain how they<br>support the main idea.Determine the main<br>idea of a text and<br> |        |               |  |  |  |  |  |  |

| <u>K</u>  | <u>1</u>   | <u>2</u> | <u>3</u>                  | <u>4</u> | <u>5</u> | <u>6</u>  | <u>7</u>  | <u>8</u> | <u>9-10</u>   | <u>11-12</u>                             |  |
|---|--|----------|---------------------------|----------|----------|-----------|-----------|----------|---|--|--|
| Grade 3<br>Reading: Informational   |  |          |                           |          |          |           |           |          |   |  |  |
| RI.3  | 3.3  | i        |                           | oncepts  | , or ste | ps in tee | chnical p | orocedu  | res in a t  | vents, scientific<br>ext, using language |  |
| To address this standard, students <i>could</i> :   |  |          |                           |          |          |           |           |          |   |  |  |
| <ul> <li>Use language that pertains to time, sequence and cause/effect when describing relationships.</li> <li>Use of digital tools to present a timeline explaining the connection between several related historical events.</li> <li>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.</li> </ul> |  |          |                           |          |          |           |           |          |   |  |  |
| Kansas Hig<br>Graduate  |  |          | Extract me<br>structure a | •        |          |           | om infor  | mationa  | I text by a   | analyzing its                            |  |
|   |  |          |                           |          |          |           |           |          |   |  |  |
|   |  |          | <u>F</u>                  | RI.2.3   |          |           | RI.3      | .3       |   | <u>RI.4.3</u>                            |  |
| Standard  | Progression of<br>Standard Across<br>GradesDescribe the<br>connection between a<br>series of historical<br>events, scientific ideas<br>or concepts, or steps in<br>a text.Describe the<br>relationship between a<br>series of historical<br>events, scientific ideas<br>or concepts, or steps in<br>a text.Explain events,<br> |          |                           |          |          |           |           |          | cedures, ideas, or<br>neepts in a historical,<br>entific, or technical<br>t, including what<br>opened and why,<br>sed on specific |  |  |

| 1   | <u>K</u>  | <u>1</u>          | <u>2</u> | <u>3</u> | <u>4</u>      |   | <u>6</u><br>ade 3 | <u>7</u>   | <u>8</u> | <u>9-1</u> | <u>0</u> | <u>11-12</u>                           |
|---|---|-------------------|----------|----------|---------------|---|-------------------|--|----------|------------|----------|--|
| Reading: Informational                            |   |                   |          |          |               |   |                   |  |          |            |          |  |
|   | <b>RI.3.4</b> 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 <i>could</i> : |   |                   |          |          |               |   |                   |  |          |            |          |  |
| artic<br>● Wor                                    | article about weather in the Midwest.   |                   |          |          |               |   |                   |  |          |            |          |  |
|   |   | h Schoo<br>s Can: |          | -        |               | - |                   |  |          |            |          | se of figurative<br>hin the context of |
|   |   |                   |          |          |               |   |                   |  |          |            |          |  |
|   |   |                   |          | <u>F</u> | <u>RI.2.4</u> |   |                   | RI.3   | 4        |            |          | <u>RI.4.4</u>                          |
| Stan  | Progression of<br>Standard Across<br>Gradesof words and phrases in<br>a text relevant to a<br>grade 2 topic or subject<br>area.of general academic<br>and domain-specific<br>words and phrases in a<br>text relevant to a gradeof general ac<br>of general academic<br>and domain-specific<br>words and phrases in a<br>text relevant to a gradeof general ac<br> |                   |          |          |               |   |                   | nine the meaning<br>eral academic<br>omain-specific<br>or phrases in a<br>evant to a grade<br>or subject area. |          |            |          |  |

| <u>K</u>   | <u>1</u> | <u>2</u>   | <u>3</u>                  | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 3 | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u>   |  |
|--|----------|--|---------------------------|----------|-----------------|-------------------|----------|----------|-------------|--|--|
| Reading: Informational   |          |  |                           |          |                 |                   |          |          |             |  |  |
| RI.3   | .5       |  | Jse text fo<br>ocate info |          |                 |                   | · • •    |          | •           | ars, hyperlinks) to  |  |
| To address this standard, students <i>could</i> :  |          |  |                           |          |                 |                   |          |          |             |  |  |
| <ul> <li>Participate in an "information hunt" that requires the use of text features to find information about a<br/>given topic in a teacher-selected text.</li> </ul>                              |          |  |                           |          |                 |                   |          |          |             |  |  |
| Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning. |          |  |                           |          |                 |                   |          |          |             |  |  |
|  |          |  |                           |          |                 |                   |          |          |             |  |  |
|  |          |  | Ē                         | RI.2.5   |                 |                   | RI.3.    | 5        |             | <u>RI.4.5</u>  |  |
| Progress<br>Standard<br>Grac   | Across   | rossglossaries, indexes,<br>electronic menus,<br>icons) to locate keyinformation relevant to a<br>given topic efficiently.cause/effect,<br>problem/solution)<br>events, ideas, |                           |          |                 |                   |          |          |             | cture (e.g.,<br>phology,<br>parison,<br>se/effect,<br>plem/solution) of<br>hts, ideas,<br>cepts, or information<br>text or part of a |  |

<u>K 1 2 3 4</u>

# 5 6 7 8 9-10 11-12 Grade 3

Reading: Informational

| RI.3.6                                    | Distinguish their own poir   | nt of view from that of the a  | uthor of a text.   |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| To address this stand                     | ard, students <i>could</i> :   |  |  |  |  |  |  |  |
| <ul> <li>Identify their own po</li> </ul> | pacts the creation of a poin<br>bint of view.<br>ast their view point with tha                   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:      | Recognize that different perspectives can be presented in different ways for different purposes. |  |  |  |  |  |  |  |
|   | RI.2.6   | RI.3.6   | RI.4.6   |  |  |  |  |  |
| Progression of                            | Identify the main purpose of a text,   | Distinguish their own<br>point of view from that<br>of the author of a text. | Compare and contrast<br>a firsthand and  |  |  |  |  |  |
| Standard Across<br>Grades                 | including what the author wants to answer, explain, or describe.                                 |  | secondhand account of<br>the same event or topic;<br>describe the differences<br>in focus and the<br>information provided. |  |  |  |  |  |

| <u>K</u>  | 1                            | <u>2</u>       | <u>3</u>           | <u>4</u>   |                 | ade 3  | <u>7</u>  |   | <u>9-1</u> | 0 | <u>11-12</u>  |  |  |
|---|------------------------------|----------------|--------------------|--|-----------------|--|---|---|------------|---|---|--|--|
| 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).              |                              |                |                    |  |                 |  |   |   |            |   |   |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Explain information gained from illustrations.</li> <li>Synthesize information gained from visual text features and information from written text to aid in understanding.</li> </ul> |                              |                |                    |  |                 |  |   |   |            |   |   |  |  |
| Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations, graphs,<br>video, etc.) in addition to print formats, in order to understand content.   |                              |                |                    |  |                 |  |   |   |            |   |   |  |  |
|   |                              |                |                    |  |                 |  |   |   |            |   |   |  |  |
|   |                              |                |                    | <u>RI.2.7</u>  |                 |  |   | _ |            |   | <u>RI.4.7</u>   |  |  |
| Standar   | ssion of<br>d Across<br>Ides | im<br>sh<br>wo | ages (e<br>owing h | ow spec<br>e.g., a dia<br>now a m<br>ontribute<br>ext. | agram<br>achine | from i<br>maps<br>the we<br>demo<br>under<br>text (e<br>why, a | <b>RI.3.7</b><br>Use information gained<br>from illustrations (e.g.,<br>maps, photographs) and<br>the words in a text to<br>demonstrate<br>understanding of the<br>text (e.g., where, when,<br>why, and how key<br>events occur). |   |            |   | Interpret information<br>presented visually,<br>orally, or quantitatively<br>(e.g., in charts, graphs,<br>diagrams, time lines,<br>animations, or<br>interactive elements on<br>Web pages) and explain<br>how the information<br>contributes to an<br>understanding of the<br>text in which it appears. |  |  |

| <u>K 1</u>   |   | ide 3                       | <u>-10</u> <u>11-12</u> |  |  |  |  |  |  |  |  |  |
|--|---|-----------------------------|-------------------------|--|--|--|--|--|--|--|--|--|
| 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).            |   |                             |                         |  |  |  |  |  |  |  |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Explain information gained from illustrations.</li> <li>Use the information from illustrations to answer questions about the text.</li> </ul> |   |                             |                         |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Follow the logic of an arg evidence presented.                  | ument based on the validity | / of the claim and      |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Across text paragraphs in a text particular semences and eviden |                             |                         |  |  |  |  |  |  |  |  |  |

## K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 3 Grad 3 Grad 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 <i>could</i> : |   |  |   |  |  |  |  |  |  |
| Determine the most                                | erence between compare a important points and key on the same topic   | details.   |   |  |  |  |  |  |  |
| Kansas High School<br>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. |  |   |  |  |  |  |  |  |
|   | <u>RI.2.9</u>   | RI.3.9   | <u>RI.4.9</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       | Compare and contrast<br>the most important<br>points presented by two<br>texts on the same topic.   | Compare and contrast<br>the most important<br>points and key details<br>presented in two texts<br>on the same topic. | Integrate information<br>from two texts on the<br>same topic in order to<br>write or speak about<br>the subject<br>knowledgeably. |  |  |  |  |  |  |

| <u>K</u>   | <u>1</u>  | <u>2</u> | <u>3</u>   | <u>4</u>      | <u>5</u><br>Gr | <u>6</u><br>ade 3   | <u>7</u>  | <u>8</u>                                   | <u>9-10</u>                     | <u>11-12</u>  |  |
|--|-----------|----------|------------|---------------|----------------|---|-----------|--|---------------------------------|---|--|
| 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:  |           |          |            |               |                |   |           |  |                                 |   |  |
| To address this standard, students <i>could</i> :  |           |          |            |               |                |   |           |  |                                 |   |  |
| <ul> <li>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.</li> <li>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.</li> <li>Kansas High School Apply their knowledge of language and how it works to a variety of contexts</li> </ul> |           |          |            |               |                |   |           |  |                                 |   |  |
| Gradua   | ates Can: | a        | and situat | ions (e.      | g., a joł      | o intervie  | w, form   | al and i                                   | nformal set                     | ttings).  |  |
|  |           |          |            |               |                |   |           |  |                                 |   |  |
|  |           |          | <u>R</u>   | <u>l.2.10</u> |                |   | RI.3.1    | 0  |                                 | <u>RI.4.10</u>  |  |
| Progression of<br>Standard Across<br>GradesUse knowledge of<br>language and its<br>conventions to compare<br>formal and informal<br>uses of English.   |           |          |            |               | mpare          | langua<br>conver<br>reading<br>and ob<br>betwee<br>conver | itions of | its<br>hen<br>ognize<br>ifferenc<br>spoker | es between call for and sinform | nowledge of<br>age and its<br>entions when<br>ng to differentiate<br>een contexts that<br>or formal English<br>ituations where<br>nal discourse is<br>priate. |  |

| <u>K</u>  | <u>1</u> | <u>2</u> <u>3</u>  | <u>4</u>  |   | <u>6</u><br>ade 3 | <u>7</u> | <u>8</u>  | <u>9-10</u> | <u>11-12</u>                   |  |  |
|---|----------|--|---|---|-------------------|----------|---|-------------|--------------------------------|--|--|
| Reading: Informational         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. |          |  |   |   |                   |          |   |             |                                |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Discuss with peers the strategy or strategies they used to determine the meaning of an unknown word in a text.</li> </ul>   |          |  |   |   |                   |          |   |             |                                |  |  |
| Kansas Hig<br>Graduat   |          |  | nowledge  | ofne  | w words,          | as wel   | l as emp  |             | ts by consistently ategies for |  |  |
|   |          |  |   |   |                   |          |   |             |                                |  |  |
|   |          | R  | <u>l.2.11</u>   |   |                   | RI.3.1   | 1   |             | <u>RI.4.11</u>                 |  |  |
| Progres<br>Standard<br>Grae   | Across   | Determine<br>meaning of<br>and multip<br>words and<br>based on<br>reading an<br>choosing<br>variety of<br>(Click link<br>details.) | meaning<br>and mu<br>words a<br>based o<br>reading<br>choosing<br>range o | <b>RI.3.11</b><br>Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 3<br>reading and content,<br>choosing flexibly from a<br>range of strategies. (See<br>details above.) |                   |          | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 4<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |             |                                |  |  |

| <u>K 1</u>   | <u>2 3 4 5</u><br>Gra  | <u>6</u> <u>7</u><br>ade 3  | <u>8</u> 9  | <u>)-10</u>      | <u>11-12</u>                              |  |  |  |  |  |  |  |  |
|--|--|---|-------------|------------------|---|--|--|--|--|--|--|--|--|
|  | 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 <i>could</i> :  |  |   |             |                  |   |  |  |  |  |  |  |  |  |
| <ul> <li>Discuss with peers the difference between the words society, town, community, city, and<br/>neighborhood.</li> </ul>  |  |   |             |                  |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Understand word meanir   | ngs, and nuances  | s in word m | ieanings v       | vhen reading.                             |  |  |  |  |  |  |  |  |
|  |  |   |             |                  |   |  |  |  |  |  |  |  |  |
|  | <u>RI.2.12</u>   | RI.3.12   | 2           |                  | RI.4.12                                   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate<br>understanding of word<br>relationships and<br>nuances in word<br>meanings. (Click link<br>above for details.) | Demonstrate<br>understanding o<br>relationships ar<br>nuances in wor<br>meanings. (See<br>above.) | nd<br>d     | word relanuances | nding of<br>alanguage,<br>ationships, and |  |  |  |  |  |  |  |  |

| <u>K</u>   | 1  | <u>2</u>               | <u>3</u>   |                               | Gr             | <u>6</u><br>ade 3<br>Informa   |           |          | <u>9-1</u> | <u>0</u>   | <u>11-12</u>   | 2                 |
|--|--|------------------------|--|-------------------------------|----------------|--|-----------|----------|------------|--|----------------|-------------------|
| RI   | <b>RI.3.13</b> Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3. |                        |  |                               |                |  |           |          |            |  |                |                   |
| <ul> <li>To address this standard, students could:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |                        |  |                               |                |  |           |          |            |  |                |                   |
|  | ligh Scho<br>ates Can:   |                        | terpret m  | eaning                        | ) from a       | variety o  | of inforr | national | l texts.   |  |                |                   |
|  |  |                        |  |                               |                |  |           |          |            |  |                |                   |
|  |  |                        | <u>RI</u> .  | .2.13                         |                |  | RI.3.′    | 13       |            |  | <u>RI.4.13</u> |                   |
| Standa   | ession of<br>rd Across<br>ades   | hiq<br>inf<br>ap<br>ar | ead and or<br>gh quality<br>formation<br>propriate<br>nd qualita<br>proplexity | /<br>al text<br>quant<br>tive | of<br>titative | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 3. |           |          |            | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 4. |                | t of<br>ititati∨e |

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> 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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                       | <u>W.4.1</u><br><u>W.4.4</u><br><u>W.4.7</u><br><u>W.4.10</u><br><u>W.4.12</u>      | <u>W.4.2</u><br><u>W.4.5</u><br><u>W.4.8</u><br><u>W.4.11</u>     | <u>W.4.3</u><br><u>W.4.6</u><br><u>W.4.9</u>                      |
|--|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening  | <u>SL.4.1</u><br><u>SL.4.4</u><br><u>SL.4.7</u>                                     | <u>SL.4.2</u><br><u>SL.4.5</u><br><u>SL.4.8</u>                   | <u>SL.4.3</u><br><u>SL.4.6</u>                                    |
| Reading: Foundational<br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency   | <u>RF.4.1</u><br><u>RF.4.2</u><br><u>RF.4.3</u><br><u>RF.4.4</u>                    |   |   |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text       | <u>RL.4.1</u><br><u>RL.4.4</u><br><u>RL.4.7</u><br><u>RL.4.10</u><br><u>RL.4.13</u> | <u>RL.4.2</u><br><u>RL.4.5</u><br><u>RL.4.8</u><br><u>RL.4.11</u> | <u>RL.4.3</u><br><u>RL.4.6</u><br><u>RL.4.9</u><br><u>RL.4.12</u> |
| Reading: Informational<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.4.1</u><br><u>RI.4.4</u><br><u>RI.4.7</u><br><u>RI.4.10</u><br><u>RI.4.13</u> | <u>RI.4.2</u><br><u>RI.4.5</u><br><u>RI.4.8</u><br><u>RI.4.11</u> | <u>RI.4.3</u><br><u>RI.4.6</u><br><u>RI.4.9</u><br><u>RI.4.12</u> |

<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4 Writing

#### **Text Types and Purposes**

W.4.2

- 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.
  - 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.

<u>5 6 7</u>

<u>9-10 11-12</u>

8

#### Grade 4 Speaking and Listening

#### **Comprehension and Collaboration**

1

K

2

3

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 domainspecific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

### 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.

# K 1 2 3 4 5 6 7 8 9-10 11-12 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.

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

#### 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.

## <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 4 Writing

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

#### 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<br>Graduates Can:        | Use valid reasoning and relevant and sufficient evidence to support a written argument.  |   |   |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|
|   | <u>W.3.1</u>   | W.4.1   | <u>W.5.1</u>  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons.<br>(Click link above for<br>details.) | Write opinion pieces<br>on topics or texts,<br>supporting a point of<br>view with reasons and<br>information. (See<br>details above.) | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons and<br>information. |  |  |  |  |  |  |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4

Writing

| writing  |   |   |   |  |  |  |  |  |  |  |
|--|---|---|---|--|--|--|--|--|--|--|
|  | Write informative/explanation and information clearly.  | natory texts to examine a   | topic and convey ideas  |  |  |  |  |  |  |  |
| <ul> <li>w.4.2</li> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> |   |   |   |  |  |  |  |  |  |  |
| To address this stand  | ard students could  |   |   |  |  |  |  |  |  |  |
| <ul> <li>Create a Fourth Gra<br/>information logically,<br/>they might purposef</li> <li>Write about a pheno</li> </ul>  | de Survival Guide, or a C<br>, use text features to aid<br>ully contribute to the cont  | Guide to My School, in wh<br>comprehension, and inclu-<br>tent of the text.<br>esson, and use appropria                               | ude illustrations where   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-o<br>ideas about a variety of   | rganized explanatory tex<br>topics.   | ts to convey complex  |  |  |  |  |  |  |  |
|  |   |   |   |  |  |  |  |  |  |  |
|  | <u>W.3.2</u>  | W.4.2   | <u>W.5.2</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly.<br>(Click link above for<br>details.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly.<br>(See details above.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas and<br>information clearly.<br>(Click link above for<br>details.) |  |  |  |  |  |  |  |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4

|   |  | /riting  |                 |  |  |  |  |  |  |  |  |
|---|--|--|-----------------|--|--|--|--|--|--|--|--|
|   | Write narratives to develop real or imagined experiences or events<br>using effective technique, descriptive details, and clear event<br>sequences.  |  |                 |  |  |  |  |  |  |  |  |
| W.4.3   | <ul> <li>W.4.3</li> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> |  |                 |  |  |  |  |  |  |  |  |
| To oddroop this stored  |  |  |                 |  |  |  |  |  |  |  |  |
| I D address this stand  | ard, students <i>could</i> :   | To address this standard, students <i>could</i> :                              |                 |  |  |  |  |  |  |  |  |
|   |  |  |                 |  |  |  |  |  |  |  |  |
| Write about real exp  | eriences or imagined sto   |  |                 |  |  |  |  |  |  |  |  |
| Write about real exp  |  |  | nd experiences. |  |  |  |  |  |  |  |  |
| Write about real exp  | eriences or imagined sto<br>uage to develop charact  | ers' thoughts, feelings an<br>equenced real or imagine                         | •               |  |  |  |  |  |  |  |  |
| <ul> <li>Write about real exp</li> <li>Use descriptive lang</li> </ul> Kansas High School | eriences or imagined sto<br>uage to develop charact<br>Create coherent, well-s   | ers' thoughts, feelings an<br>equenced real or imagine<br>cters, and dialogue. | •               |  |  |  |  |  |  |  |  |
| <ul> <li>Write about real exp</li> <li>Use descriptive lang</li> </ul> Kansas High School | eriences or imagined sto<br>uage to develop charact<br>Create coherent, well-s   | ers' thoughts, feelings an<br>equenced real or imagine                         | •               |  |  |  |  |  |  |  |  |

| <u>K 1</u> 2  |  | <u>6 7 8</u><br>ade 4<br>riting   | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|--|
| W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  |  |   |   |  |  |  |  |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Engage in thoughtful discussions with peers and adults about how to organize a piece of writing to best address a specific audience.</li> </ul> |  |   |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |  |   |   |  |  |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |  |  |
|   | <u>W.3.4</u>   | W.4.4   | <u>W.5.4</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With guidance and<br>support from adults,<br>produce writing in<br>which the<br>development and<br>organization are<br>appropriate to task<br>and purpose. | Produce clear and<br>coherent writing in<br>which the development<br>and organization are<br>appropriate to task,<br>purpose, and audience. | Produce clear and<br>coherent writing in<br>which the development<br>and organization are<br>appropriate to task,<br>purpose, and audience. |  |  |  |  |  |  |  |

| <u>K 1</u>  | Gr   | <u>6 7 8</u><br>rade 4<br>riting   | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|--|
| <b>W.4.5</b> <i>With guidance and support from adults and peers</i> , develop and strengthen writing as needed by planning, revising, and editing.                |  |  |   |  |  |  |  |  |  |  |
| To address this stand   | lard, students could:  |  |   |  |  |  |  |  |  |  |
| <ul> <li>Engage in a writing process that allows them to attend to the six traits of writing, and work to<br/>strengthen their organization and voice.</li> </ul> |  |  |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |  |  |   |  |  |  |  |  |  |  |
|   |  |  |   |  |  |  |  |  |  |  |
|   | <u>W.3.5</u>   | W.4.5  | <u>W.5.5</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, and editing. | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, and editing. | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach. |  |  |  |  |  |  |  |

| K  | <u>1</u>  | <u>2</u> <u>3</u> | <u>4</u>      |         | 6<br>de 4<br>iting | <u>7</u>  | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>  |  |  |
|--|---|-------------------|---------------|---------|--------------------|---|---|---|---|--|--|
| W.4.6With some guidance and support from adults, use technology, including<br>Internet, to produce and publish writing as well as to interact and collab-<br>with others; demonstrate sufficient command of keyboarding skills to type<br>minimum of one page in a single sitting. |   |                   |               |         |                    |   |   |   |   |  |  |
| To address   | this stan   | dard, stu         | dents could   | d:      |                    |   |   |   |   |  |  |
| Contribut  | e to or sta   | art a blog        | that includes | s image | es and s           | tories al   | bout thei   | r school o  | or community.   |  |  |
| -  | Kansas High School<br>Graduates Can:       Effectively use a variety of digital tools to produce original works both<br>independently and collaboratively.            |                   |               |         |                    |   |   |   |   |  |  |
|  |   |                   | <u>W.3.6</u>  |         |                    | W.4.6   |   |   | <u>W.5.6</u>  |  |  |
| Standard   | W.3.6With guidance and<br>support from adults,<br>use technology to<br>produce and publish<br>writing (using<br>keyboarding skills) as<br>well as to interact and<br> |                   |               |         |                    | ig the In<br>e and pu<br>as well a<br>and col<br>hers;<br>strate su<br>nd of<br>rding sk<br>minimun | m<br>nnology,<br>ternet, to<br>ublish<br>as to<br>laborate<br>ifficient | and su<br>adults<br>includ<br>to pro-<br>writing<br>interac<br>with o<br>demon<br>comm<br>keybo<br>type a | nstrate sufficient<br>and of<br>arding skills to<br>minimum of two<br>in a single |  |  |

| K  | 1   | <u>2</u> | <u>3</u>                                       | <u>4</u> | Gr | <u>6</u><br>ade 4<br>riting | <u>7</u>                        | <u>8</u>                                  | <u>9-10</u>                               | <u>11-12</u>  |
|--|---|----------|--|----------|----|-----------------------------|---------------------------------|---|---|---|
| <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. |   |          |  |          |    |                             |                                 |   |   |   |
| <ul><li>Ask quest</li><li>Write a re</li></ul>   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Ask questions of peers and adults to guide their inquiry process.</li> <li>Write a report of their findings on an experiment about energy.</li> </ul> Kansas High School Graduates Can: <ul> <li>Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.</li> </ul> |          |  |          |    |                             |                                 |   |   |   |
|  |   |          |  |          |    | 1                           |                                 |   |   |   |
| Progress<br>Standard /<br>Grade  | Across  | k        | Conduct sl<br>projects th<br>nowledge<br>opic. | at build |    | project<br>knowle           | s that b<br>dge thi<br>gation o | t researd<br>build<br>rough<br>of differe | projec<br>severa<br>ent knowle<br>investi | W.5.7<br>uct short research<br>ts that use<br>al sources to build<br>edge through<br>igation of different<br>ts of a topic. |

| K   | <u>1</u>   | <u>2</u>  | <u>3</u>  | <u>4</u>                 | _                             | <u>6</u><br>ade 4<br>riting   | <u>7</u>   | <u>8</u>  | <u>9-10</u>   | <u>11-12</u> |  |
|---|--|---|---|--------------------------|-------------------------------|---|--|---|---|--------------|--|
| W.4.8Recall relevant information from experiences or gather relevant information, and from print and digital sources; take notes and categorize information, and provide a list of sources. |  |   |   |                          |                               |   |  |   |   |              |  |
|   | <ul> <li>To address this standard, students could:</li> <li>Use note cards or digital files to categorize and organize information.</li> </ul> |   |   |                          |                               |   |  |   |   |              |  |
| Kansas Hig<br>Graduate  |  | aco   | 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   | .3.8                     |                               |   | W.4.   | 8   |   | <u>W.5.8</u> |  |
| Progress<br>Standard<br>Grad  | exp<br>info<br>and<br>tak<br>sou<br>evi  | call info<br>perience<br>ormation<br>d digital<br>e brief r<br>urces an<br>dence ir<br>egories. | es or ga<br>from p<br>source<br>notes or<br>d sort<br>nto prov  | ther<br>print<br>s;<br>n | relevan<br>from pr<br>sources | tion fro<br>nces o<br>t inforr<br>int and<br>s; take<br>ize info<br>ovide a | om<br>r gather<br>nation<br>digital<br>notes an<br>ormation, | infor<br>expe<br>relev<br>from<br>d sour<br>para<br>in no<br>work | all relevant<br>rmation from<br>eriences or gather<br>vant information<br>n print and digital<br>rces; summarize or<br>aphrase information<br>otes and finished<br>k, and provide a list<br>ources. |              |  |

|  | <u>K</u>                                    | <u>1</u>                            | <u>2</u>               | <u>3</u>                            | <u>4</u>                                       | <u>5</u>                        | <u>6</u>                              | <u>7</u>                        | <u>8</u>                          | <u>9-10</u>                                | <u>11-12</u>  |  |  |
|--|---|-------------------------------------|------------------------|-------------------------------------|--|---------------------------------|---------------------------------------|---------------------------------|-----------------------------------|--|---|--|--|
|  | Grade 4<br>Writing                          |                                     |                        |                                     |  |                                 |                                       |                                 |                                   |  |   |  |  |
| Draw evidence from literary or informational texts to support analysis reflection, and research. |   |                                     |                        |                                     |  |                                 |                                       |                                 |                                   |  | nt analysis,  |  |  |
|  | W.4.  | 9                                   |                        | dep<br>spe<br>acti<br>b. App<br>hov | oth a ch<br>ecific de<br>ions].").<br>oly grad | aracter<br>tails in<br>e 4 Rea  | , setting,<br>the text [<br>ading sta | or ever<br>e.g., a<br>andards   | nt in a s<br>characte<br>to infor | tory or dra<br>er's though<br>mational te  | "Describe in<br>ma, drawing on<br>hts, words, or<br>exts (e.g., "Explain<br>ort particular points   |  |  |
| <ul> <li>Wri</li> <li>beg</li> <li>Tak</li> </ul>  | ite abc<br>ginning<br>ke a st               | out how a<br>g of a sto<br>and on a | a ma<br>ory to<br>a me | o the end<br>eaningful l            | ter in a<br>of a sto<br>ocal iss               | literary<br>ry, usin<br>ue, anc | g eviden<br>I write a                 | ice from<br>letter to           | h the tex<br>an aut               | t to prove<br>nority figur                 | situation from the<br>their point.<br>e or decision-<br>or their request.   |  |  |
|  | •   | h Schoo<br>s Can:                   |                        | Locate an<br>to strength            |  |                                 |                                       | elevant                         | evidenc                           | e from a ra                                | ange of text types  |  |  |
|  |   |                                     |                        |                                     |  |                                 |                                       |                                 | _                                 |  |   |  |  |
|  | Progression of<br>Standard Across<br>Grades |                                     |                        | <u>V</u><br>(Begins in              | <u>V.3.9</u><br>grade                          | 4)                              | literary<br>texts to<br>analys        | o suppo<br>is, refle<br>ch. (Se | e from<br>rmation                 | al literat<br>texts<br>nd analy<br>s resea | W.5.9<br>Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research. (Click link<br>above for details.) |  |  |

|      | <u>K</u>   | <u>1</u>           | <u>2</u> | <u>3</u> | <u>4</u>       | <u>5</u> | <u>6</u> | <u>7</u>      | <u>8</u>   | <u>9-10</u> | <u>11-12</u>   |  |
|------|--|--------------------|----------|----------|----------------|----------|----------|---------------|--|-------------|----------------|--|
|      | Grade 4<br>Writing   |                    |          |          |                |          |          |               |  |             |                |  |
| • Er | 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. |                    |          |          |                |          |          |               |  |             |                |  |
| Kans | as Hig   | h School<br>s Can: |          | urately  |                |          |          |               | -  |             | and usage when |  |
|      |  |                    |          |          |                |          |          |               |  |             |                |  |
|      |  |                    |          |          | V. <u>3.10</u> |          |          | <b>W.4.</b> 1 | -  |             | <u>W.5.10</u>  |  |
|      | Demonstrate     Demonstrate command     Demonstrate comm   |                    |          |          |                |          |          |               | d use knowledge of<br>onventions of<br>lard English<br>mar and usage<br>writing. (Click link |             |                |  |

| <u>K</u>  | <u>1</u>   | <u>2</u> <u>3</u>                                  | _                              | <u>6</u><br>rade 4<br>Vriting                          | <u>7</u>                                     | <u>8</u>             | <u>9-10</u>   | <u>11-12</u>   |  |  |
|---|--|--|--------------------------------|--|--|----------------------|---|--|--|--|
| <ul> <li>W.4.11</li> <li>W.4.11</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         <ul> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> </li> </ul> |  |  |                                |  |  |                      |   |  |  |  |
| Write a la in a writi   | <ul> <li>To address this standard, students could:</li> <li>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.</li> </ul> |  |                                |  |  |                      |   |  |  |  |
| Kansas Hig<br>Graduate  |  |  | and effective                  | •  |  | nics of :            | standard Ei   | nglish for the   |  |  |
|   |  |  |                                |  |  |                      |   |  |  |  |
|   |  |  | <u>′.3.11</u>                  |  | W.4.1  |                      |   | <u>W.5.11</u>  |  |  |
| Progress<br>Standard<br>Grac  | Across   | of the constandard E<br>capitalizat<br>punctuation | ion,<br>n, and<br>nen writing. | of the c<br>standar<br>capitali<br>punctua<br>spelling | conventi<br>d Englis<br>zation,<br>ation, ar | sh<br>nd<br>writing. | of the o<br>standa<br>capital<br>punctu<br>spelling | nstrate command<br>conventions of<br>ard English<br>ization,<br>lation, and<br>g when writing.<br>link above for |  |  |

| K   | <u>1</u>  | <u>2</u> <u>3</u>   | _             | <u>6</u><br>Frade 4<br>Vriting   | <u>7</u>  | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>   |  |  |  |
|---|---|---|---------------|--|---|---|---|--|--|--|--|
| W.4.12Write routinely over extended time frames (time for research, reflection, and<br>revision) and shorter time frames (a single sitting or a day or two) for a range<br>of discipline-specific tasks, purposes, and audiences. |   |   |               |  |   |   |   |  |  |  |  |
| To address t  | his stan  | dard, stud  | ents could:   |  |   |   |   |  |  |  |  |
| Write daily   | / for diffe   | rent purpos   | es and audier | nces.  |   |   |   |  |  |  |  |
| -   | Kansas High School<br>Graduates Can:Write routinely over varied time frames for a range of tasks, purposes, and<br>audiences. |   |               |  |   |   |   |  |  |  |  |
|   |   |   |               |  |   |   |   |  |  |  |  |
|   |   | 2   | <u>N.3.12</u> |  | W.4.12  | 2   |   | <u>W.5.12</u>  |  |  |  |
| Progressi<br>Standard <i>A</i><br>Grade   | cross   | extended<br>(time for<br>reflection<br>and shor<br>(a single<br>or two) for |               | extende<br>(time fo<br>) reflections<br>and sho<br>y (a single<br>or two)<br>s, discipling | orter tim<br>le sitting<br>for a rar<br>ne-speci<br>es, and | rames<br>ch,<br>revision)<br>e frames<br>or a day | extend<br>(time for<br>reflecti<br>and sh<br>(a sing<br>or two)<br>discipli | outinely over<br>ed time frames<br>or research,<br>on, and revision)<br>orter time frames<br>le sitting or a day<br>for a range of<br>ne-specific tasks,<br>ses, and<br>ces. |  |  |  |

Speaking and Listening

| <ul> <li>SL.4.1</li> <li>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.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> |   |   |  |  |  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|--|--|--|
| For this standard, stu   | dents <i>could</i> :  |   |  |  |  |  |  |  |  |  |
| <ul> <li>Participate in structured discussions in order to deepen understanding about an important topic.</li> <li>Engage in meaningful discussions with peers and adults about a topic important to them.</li> </ul>  |   |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |   |  |  |  |  |  |  |  |  |
|  |   |   |  |  |  |  |  |  |  |  |
|  | <u>SL.3.1</u>   | SL.4.1  | <u>SL.5.1</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Engage effectively in<br>a range of<br>collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse on <i>Grade 3</i><br><i>topics and texts</i> ,<br>building on others'<br>ideas and expressing<br>their own clearly.<br>(Click link above for<br>details.) | Engage effectively in<br>a range of<br>collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br><i>Grade 4 topics and</i><br><i>texts</i> , building on<br>others' ideas and<br>expressing their own<br>clearly. (See details<br>above.) | Engage effectively in<br>a range of<br>collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br><i>Grade 5 topics and</i><br><i>texts</i> , building on<br>others' ideas and<br>expressing their own<br>clearly. (Click link<br>above for details.) |  |  |  |  |  |  |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> Grade 4

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 stand                       | To address this standard, students <i>could</i> :   |   |  |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        |   |   |  |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |  |
|   | <u>SL.3.2</u>   | SL.4.2  | <u>SL.5.2</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Determine the main<br>ideas and supporting<br>details of a text read<br>aloud or information<br>presented in diverse<br>media and formats,<br>including visually,<br>quantitatively, and<br>orally. | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. | Summarize a written<br>text read aloud or<br>information presented in<br>diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. |  |  |  |  |  |  |  |  |

Grade 4 Speaking and Listening <u>11-12</u>

| 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<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.                 |   |   |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|
|   |  |   |   |  |  |  |  |  |
|   | <u>SL.3.3</u>  | SL.4.3  | <u>SL.5.3</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Ask and answer<br>questions about<br>information from a<br>speaker, offering<br>appropriate<br>elaboration and detail. | Identify the reasons<br>and evidence a speaker<br>provides to support<br>particular points. | Summarize the points a<br>speaker makes and<br>explain how each claim<br>is supported by reasons<br>and evidence. |  |  |  |  |  |

| <u>K</u>   | <u>1</u> 2   | <u>2</u> <u>3</u>   | -                                     | Grade 4  | <u>7</u>   |   | <u>9-10</u>   | <u>11-12</u>  |  |  |  |
|--|--|---|---------------------------------------|--|--|---|---|---|--|--|--|
| 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. |  |   |                                       |  |  |   |   |   |  |  |  |
| <ul> <li>Recount a</li> <li>Report or</li> <li>Report or</li> </ul>  |  |   |                                       |  |  |   |   |   |  |  |  |
|  | Kansas High School<br>Graduates Can:Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience. |   |                                       |  |  |   |   |   |  |  |  |
|  |  | -   |                                       |  |  |   |   |   |  |  |  |
|  |  | <u>S</u>  | <u>L.3.4</u>                          |  | SL.4.4   | 1   |   | <u>SL.5.4</u>   |  |  |  |
| Progress<br>Standard<br>Grad   | Across   | text, tell a<br>recount ar<br>with appro<br>and releva<br>descriptive<br>speaking | n experience<br>opriate facts<br>ant, | tell a s<br>experie<br>organiz<br>approp<br>relevar<br>details<br>ideas o<br>clearly | ory, or re<br>ence in a<br>ced manr<br>riate fact<br>nt, descri<br>to suppo<br>or themes | ner, using<br>is and<br>ptive<br>ort main<br>s; speak | or pre<br>seque<br>logica<br>appro<br>releva<br>detail<br>ideas<br>clearl | rt on a topic or text<br>esent an opinion,<br>encing ideas<br>ally and using<br>opriate facts and<br>ant, descriptive<br>s to support main<br>or themes; speak<br>y at an<br>rstandable pace. |  |  |  |

| <u>K</u>  | <u>1</u>  | <u>2</u> | <u>3</u>  | <u>4</u>  | • •                        | 6<br>ade 4 | <u>7</u>   |         | <u>9-10</u>  | <u>11-12</u>  |
|---|---|----------|---|---|----------------------------|------------|--|---------|--|---|
| SL.4.5         Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |   |          |   |   |                            |            |  |         |  |   |
| <ul><li>Produce</li><li>Recount</li><li>Define m</li></ul>  |   |          |   |   |                            |            |  |         |  |   |
|   | Kansas High School<br>Graduates Can:Strategically incorporate appropriate digital and graphic elements into<br>presentations to express information and enhance an audience's<br>understanding. |          |   |   |                            |            |  |         |  |   |
|   |   |          |   |   |                            |            |  |         |  |   |
|   |   |          | 5   | <u>SL.3.5</u>   |                            |            | SL.4.  | 5       |  | <u>SL.5.5</u>   |
| Progress<br>Standard<br>Grac  | Across  |          | Create er<br>recording<br>poems th<br>demonstr<br>reading a<br>understar<br>add visua<br>when app<br>emphasiz<br>certain fa | s of stor<br>at<br>ate fluid<br>t an<br>ndable p<br>ndable p<br>oropriate<br>c or enl | vace;<br>/s<br>to<br>nance |            | ual disp<br>tations<br>riate to<br>ce the<br>oment c | of main | compon<br>graphics<br>visual di<br>presenta<br>appropr<br>the deve | multimedia<br>ents (e.g.,<br>s, sound) and<br>isplays in<br>ations when<br>iate to enhance<br>elopment of<br>eas or themes. |

| <u>K</u> <u>1</u>  | <u>2</u>    | <u>3</u>                   |                                     | <u>6</u><br>Grade 4   | <u>7</u>                         | <u>8</u>  | <u>9-10</u>                                       | <u>11-12</u>  |  |  |  |
|--|-------------|----------------------------|-------------------------------------|---|----------------------------------|---|---|---|--|--|--|
| Speaking and Listening   |             |                            |                                     |   |                                  |   |   |   |  |  |  |
| <b>SL.4.6</b> 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 s  | andar       | d, studer                  | nts <i>could</i> :                  |   |                                  |   |   |   |  |  |  |
| <ul> <li>Practice engaging differences they</li> </ul>   | •           |                            |                                     |   |                                  |   |   | cuss the  |  |  |  |
| Kansas High Sch<br>Graduates Can   |             | Effectively situations.    |                                     | ech to fit a v  | ariety of                        | contexts  | and com   | nmunication   |  |  |  |
|  |             |                            |                                     |   |                                  |   |   |   |  |  |  |
|  |             | <u>S</u>                   | L. <u>3.6</u>                       |   | SL.4.6                           | 5   |   | <u>SL.5.6</u>   |  |  |  |
| Progression o<br>Standard Acros<br>Grades  | s<br>s<br>s | situation in<br>provide re | when<br>te to task ar<br>n order to | nd contex<br>formal<br>presen<br>situatio<br>informa<br>group<br>formal | discussi<br>English<br>priate to | all for<br>(e.g.,<br>as) and<br>re<br>irse is<br>g., small-<br>on); use | variety<br>tasks,<br>Englis<br>approj<br>situatio | speech to a<br>v of contexts and<br>using formal<br>h when<br>priate to task and<br>on. |  |  |  |

### K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 4 Grad 4 Grad 4

| Speaking and Listening | q |
|------------------------|---|
|------------------------|---|

|   | Speaking a   | nd Listening  |  |  |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|--|--|
| SL.4.7                                      | Demonstrate command of<br>usage when speaking.<br>a. Choose words and<br>b. Use relative prono<br>c. Form and use the<br>d. Use modal auxiliar<br>e. Order adjectives w<br>f. Form and use prep<br>g. Produce complete<br>inappropriate fragr<br>h. Correctly use frequ<br>i. Differentiate betwe<br>situations where in | of the conventions of stand<br>d phrases to convey ideas<br>uns.<br>progressive verb tenses.<br>ries (e.g., can, must) to cor<br>vithin sentences according | precisely.<br>nvey various conditions.<br>to conventional patterns.<br>nd correcting<br>rmal English and                                   |  |  |  |  |  |  |  |  |
|   | <ul> <li>To address this standard, students could:</li> <li>Present an idea individually or with a group of peers for improving their school to a school administrator.</li> </ul>   |   |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | Accurately and effectively speaking.   | / use standard English gra  | mmar and usage when  |  |  |  |  |  |  |  |  |
|   |  |   |  |  |  |  |  |  |  |  |  |
|   | <u>SL.3.7</u>  | SL.4.7  | <u>SL.5.7</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Demonstrate<br>knowledge of language<br>and command of the<br>conventions of standard<br>English grammar and<br>usage when speaking.<br>(Click link above for<br>details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.)                             | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for details.) |  |  |  |  |  |  |  |  |

| <u>K</u>  | <u>1</u>  | 2 | <u>3</u> | <u>4</u>      |  | <u>6</u><br>ade 4 | <u>7</u>   | <u>8</u>   | <u>9-10</u>   | <u>11-12</u>   |  |  |
|---|---|---|----------|---------------|--|-------------------|--|--|---|--|--|--|
| 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. |   |   |          |               |  |                   |  |  |   |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Discuss with peers the processes that impact the shape of the Earth, making use of grade-appropriate, domain-specific words and phrases.</li> </ul>                       |   |   |          |               |  |                   |  |  |   |  |  |  |
|   | Kansas High School<br>Graduates Can:Use a variety of context-appropriate words in a range of situations, and<br>engage in effective strategies for determining word meanings and adding<br>new words to a personal vocabulary bank. |   |          |               |  |                   |  |  |   |  |  |  |
|   |   |   |          |               |  |                   |  |  |   |  |  |  |
|   |   |   |          | <u>SL.3.8</u> |  |                   | SL.4.8   | -  |   | <u>SL.5.8</u>  |  |  |
| Standard  | SL.3.8Acquire and use<br>accurately grade-<br>appropriate<br>conversational, general<br>academic, and domain-<br>specific words and<br>phrases, including<br>those that signal spatial<br>and temporal<br>relationships.            |   |          |               |  |                   | e and us<br>tely grad<br>oriate ge<br>mic and<br>c words<br>es, includ<br>that sign<br>e actions<br>ns, or st<br>and that<br>o a parti | de-<br>neral<br>domain<br>and<br>ding<br>al<br>s,<br>cates of<br>are | accur<br>appro<br>acade<br>speci<br>phras<br>that s<br>additi | re and use<br>ately grade-<br>priate general<br>emic and domain-<br>fic words and<br>es, including those<br>ignal contrast,<br>on, and other<br>I relationships. |  |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 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 Image: Standard Across Grades Image: Standard Standard Standard Standard Across Standard Standard Standard Standard Standard Standard Standard Standard Standard Standard

#### <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 4

**Reading: Foundational** 

| Phonological Awareness                            |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
| RF.4.2 Not applicable to grade 4.                 |  |  |  |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |  |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |  |  |  |  |  |  |  |  |  |  |

|   | <u>K</u>  | <u>1</u> | <u>2</u>     | <u>3</u> | <u>4</u> |  | de 4  | <u>7</u>  | <u>8</u>   | <u>9-1</u> | <u>0</u>   | <u>11-</u> 1   | 12   |
|---|---|----------|--------------|----------|----------|--|---|---|--|------------|--|--|--|
|   | Reading: Foundational   |          |              |          |          |  |   |   |  |            |  |  |  |
|   | Phonics and Word Recognition  |          |              |          |          |  |   |   |  |            |  |  |  |
|   | <b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding<br>words. Use combined knowledge of all letter-sound correspondences,<br>syllabication patterns, and morphology (e.g., roots and affixes) to read<br>unfamiliar multisyllabic words accurately in context and out of context. |          |              |          |          |  |   |   |  |            |  |  |  |
| To a  | To address this standard, students <i>could</i> :   |          |              |          |          |  |   |   |  |            |  |  |  |
| <ul> <li>During a reading of an engaging text, show grade level-appropriate ability to decode text.</li> <li>With peers or an adult, work to pronounce multisyllabic words accurately, and use strategies to determine correct pronunciation and meanings.</li> </ul> |   |          |              |          |          |  |   |   |  |            |  |  |  |
|   | <u>RF.3.3</u> <b>RF.4.3</b> <u>RF.5.3</u>   |          |              |          |          |  |   |   |  |            |  |  |  |
|   | ogress<br>ndard /<br>Grade  | Across   | leve<br>anal |          |          |  | Know an<br>evel pho<br>analysis<br>decoding<br>combine<br>all letter-<br>correspo<br>syllabica<br>and mor<br>read acc<br>unfamilia<br>words in<br>of contex | onics and<br>skills in<br>g words.<br>d knowle<br>sound<br>ondences<br>tion patt<br>phology<br>d affixes<br>urately<br>ar multis<br>context | d word<br>Use<br>edge of<br>s,<br>erns,<br>(e.g.,<br>) to<br>yllabic | t cor      | el pho<br>alysis<br>codine<br>nbine<br>letter-<br>respo<br>abica<br>d mor<br>ts an<br>curate<br>ltisylla | onics ar<br>skills ir<br>g words<br>d know<br>sound<br>ondence<br>tion pa<br>phology | : Use<br>ledge of<br>tterns,<br>/ (e.g.,<br>s) to read<br>miliar<br>rds in |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 4 Reading: Foundational Fluency 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:

**RF.4.4** 

- 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.

|   | <u>RF.3.4</u>   | RF.4.4  | <u>RF.5.4</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Read with sufficient<br>accuracy and fluency to<br>support comprehension. | Read with sufficient<br>accuracy and fluency to<br>support comprehension. | Read with sufficient<br>accuracy and fluency to<br>support comprehension. |

| <u>K</u>  | <u>1</u>  | <u>2</u>                | <u>3</u>  |                                     |                     | <u>6</u><br>ade 4<br>: Litera        | <u>7</u> | <u>8</u>                              | <u>9-10</u>                                  | <u>11-12</u>  |  |  |  |
|---|---|-------------------------|---|-------------------------------------|---------------------|--------------------------------------|----------|---------------------------------------|--|---|--|--|--|
| R   | <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                |                         |   |                                     |                     |                                      |          |                                       |  |   |  |  |  |
| To addre  | To address this standard, students <i>could</i> :   |                         |   |                                     |                     |                                      |          |                                       |  |   |  |  |  |
| <ul><li>Use te</li><li>Identif</li><li>Explai</li></ul> | <ul> <li>Identify the location of the answer in the text (e.g. "according to the text", "the author stated").</li> <li>Explain what it means to make an inference.</li> </ul> |                         |   |                                     |                     |                                      |          |                                       |  |   |  |  |  |
|   | ligh Scho<br>ates Can:  | ol w                    | hat the t   | ext say                             | s explic            | itly and t                           | o make   | logical                               | inferences                                   | der to determine<br>s; cite specific<br>lusions drawn   |  |  |  |
|   |   |                         |   |                                     |                     |                                      |          |                                       |  |   |  |  |  |
|   |   |                         | F   | <u>RL.3.1</u>                       |                     |                                      | RL.4.    | 1                                     |  | <u>RL.5.1</u>   |  |  |  |
| Standa  | ession of<br>rd Across<br>ades  | q<br>d<br>u<br>re<br>te | sk and a<br>uestions<br>emonstra<br>nderstan<br>eferring e<br>ext as the<br>nswers. | to<br>ate<br>iding of<br>explicitly | a text,<br>v to the | examp<br>when e<br>the tex<br>and wh |          | text<br>ng what<br>explicitly<br>wing | text what to<br>what to<br>explici<br>drawin | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |

|  | K | <u>1</u>                 | <u>2</u> | <u>3</u>   | <u>4</u><br>Re   | -                              | <u>6</u><br>ade 4<br>g: Litera | 7<br>ature           | <u>8</u> | <u>9-10</u>   | <u>11-12</u>  |
|--|---|--------------------------|----------|--|--|--------------------------------|--------------------------------|----------------------|----------|---|---------------|
| <b>RL.4.2</b> 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. |   |                          |          |  |  |                                |                                |                      |          |   |               |
|  |   |                          |          |  |  |                                |                                |                      |          |   |               |
|  |   |                          |          | <u>R</u>   | <u>L.3.2</u>   |                                |                                | RL.4.2               |          |   | <u>RL.5.2</u> |
|  | - | sion of<br>Across<br>des | ;        | Recount s<br>including<br>folktales,<br>from diver<br>determine<br>message,<br>moral and<br>how it is o<br>through k | fables,<br>and myt<br>rse cultu<br>e the cer<br>, lesson,<br>d explain<br>conveyee | ires;<br>htral<br>or<br>h<br>d |                                | drama,<br>tails in t | ,        | Determine the theme of a<br>story, drama, or poem<br>from details in the text,<br>including how characters<br>in a story or drama<br>respond to challenges or<br>how the speaker in a<br>poem reflects upon a<br>topic; summarize the text. |               |

the text.

| <u>K 1</u>   | _   | 6 7 8<br>rade 4<br>g: Literature  | <u>9-10</u> <u>11-12</u>   |  |  |  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|--|--|--|--|
| RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawin 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. |   |   |  |  |  |  |  |  |  |  |  |
|  |   |   |  |  |  |  |  |  |  |  |  |
|  | <u>RL.3.3</u>   | RL.4.3  | <u>RL.5.3</u>  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Describe characters in<br>a story (e.g., their<br>traits, motivations, or<br>feelings) and explain<br>how their actions<br>contribute to the<br>sequence of events. | Describe in depth a<br>character, setting, or<br>event in a story or<br>drama, drawing on<br>specific details in the<br>text (e.g., a character's<br>thoughts, words, or<br>actions). | Compare and contrast<br>two or more characters,<br>settings, or events in a<br>story or drama, drawing<br>on specific details in the<br>text (e.g., how<br>characters interact). |  |  |  |  |  |  |  |  |

| <u>K</u>   | <u>1</u> | <u>2</u>             | <u>3</u>  | <u>4</u>                     | <u>5</u><br>Gra   | <u>6</u><br>ade 4                                  | <u>7</u>  | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |    |  |
|--|----------|----------------------|---|------------------------------|-------------------|--|---|----------|-------------|---|----|--|
| Reading: Literature  |          |                      |   |                              |                   |  |   |          |             |   |    |  |
| <b>RL.4.4</b> 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 <i>could</i> :  |          |                      |   |                              |                   |  |   |          |             |   |    |  |
| <ul> <li>Describe how word choice affects the meaning of a text.</li> <li>Describe and identify literal language.</li> <li>Describe and identify figurative language.</li> <li>Use context clues, reference materials, and references to mythology to determine meaning of words and phrases.</li> </ul> |          |                      |   |                              |                   |  |   |          |             |   |    |  |
| Kansas Higl<br>Graduates   |          | l la                 |   | delibera                     |                   |  |   |          |             | nd use of figurative<br>within the contex   |    |  |
|  |          | ·                    |   |                              |                   |  |   |          |             |   |    |  |
|  |          |                      | <u>R</u>  | L.3.4                        |                   |  | RL.4  | .4       |             | <u>RL.5.4</u>   |    |  |
| Progress<br>Standard<br>Grade  | Across   | o<br>a:<br>te<br>lit | etermine<br>f words a<br>s they are<br>ext, distin-<br>teral from<br>anguage. | nd phra<br>e used<br>guishin | ases<br>in a<br>g | of word<br>as they<br>text, in<br>allude<br>charac | ds and p<br>are us<br>cluding<br>to signi<br>ters fou<br>ogy (e.g | ınd in   | hat lang    | ermine the meani<br>ords and phrases<br>hey are used in a<br>, including figurati<br>guage such as<br>aphors and simile | ve |  |

|   | <u>K</u>   | <u>1</u> | <u>2</u> | <u>3</u>  | <u>4</u>  | <u>5</u>                  |  | <u>7</u>   | <u>8</u>   | <u>9-1</u>         | <u>0</u>                           | <u>11-12</u>   |  |
|---|--|----------|----------|---|---|---------------------------|--|--|--|--------------------|------------------------------------|--|--|
|   |  |          |          |   | Roa   |                           | ade 4<br>: Litera  | tura   |  |                    |                                    |  |  |
|   | <b>RL.4.5</b> 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 add  | To address this standard, students <i>could</i> :  |          |          |   |   |                           |  |  |  |                    |                                    |  |  |
| <ul> <li>Define structural elements of poems, drama, and prose.</li> <li>Explain differences between poems, dramas, and prose.</li> <li>Describe how poems, dramas, and prose are arranged.</li> <li>Use appropriate terms when writing or speaking.</li> </ul> |  |          |          |   |   |                           |  |  |  |                    |                                    |  |  |
|   | Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning.   |          |          |   |   |                           |  |  |  |                    |                                    | 0  |  |
|   |  |          |          |   |   |                           |  |  |  |                    |                                    |  |  |
|   |  |          |          | <u>R</u>  | <u>L.3.5</u>  |                           |  | RL.4   | 5  |                    | <u>RL.5.5</u>                      |  |  |
| Progression of<br>Standard Across<br>Grades   |  |          |          | Refer to p<br>dramas, a<br>when writi<br>speaking a<br>using term<br>chapter, s<br>stanza; de<br>each succ<br>builds on o<br>sections | nd poem<br>ng or<br>about a te<br>ns such a<br>cene, and<br>escribe ho<br>essive pa | s<br>ext,<br>s<br>d<br>ow | structur<br>poems<br>rhythm<br>drama<br>charact<br>descrip | nces be<br>, drama<br>and ref<br>ral elen<br>(e.g., v<br>, meter<br>(e.g., c<br>ters, se<br>tions, c<br>lirectior<br>or spea | , and<br>er to the<br>nents of<br>erse,<br>) and<br>asts of<br>ttings,<br>lialogue<br>ns) when | e pr<br>sta<br>sta | napter<br>anzas<br>ovide<br>ructur | how a series of<br>rs, scenes, or<br>s fits together to<br>the overall<br>re of a particular<br>rama, or poem. |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 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 <i>could</i> :   |  |  |   |  |  |  |  |  |  |  |  |
| <ul> <li>Understand what impacts the creation of a point of view.</li> <li>Identify if a character or narrator is telling the story and explain how they know.</li> <li>Identify their own point of view.</li> <li>Compare and contrast the same story told from different perspectives.</li> </ul> |  |  |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Recognize that different perspectives can be presented in different ways for different purposes.   |  |   |  |  |  |  |  |  |  |  |
|   | <u>RL.3.6</u>  | RL.4.6   | <u>RL.5.6</u>   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Distinguish their own<br>point of view from that<br>of the narrator or those<br>of the characters.   | Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including<br>the difference between<br>first- and third-person<br>narrations. | Describe how a<br>narrator's or speaker's<br>point of view influences<br>how events are<br>described. |  |  |  |  |  |  |  |  |

| <u>K</u>   | <u>1</u>  | <u>2</u> | <u>3</u>                | <u>4</u>                                     | <u>5</u>  | <u>6</u>   | <u>7</u>   | <u>8</u>                         | <u>9-1(</u>  | <u>) 1</u>               | <u>1-12</u>            |  |  |
|--|---|----------|-------------------------|--|---|--|--|----------------------------------|--|--------------------------|------------------------|--|--|
| Grade 4<br>Reading: Literature   |   |          |                         |  |   |  |  |                                  |  |                          |                        |  |  |
| RL.4   | 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   | To address this standard, students <i>could</i> :   |          |                         |  |   |  |  |                                  |  |                          |                        |  |  |
| <ul> <li>Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text.</li> <li>Explain or describe similarities and differences between print and non-print versions of text.</li> </ul> |   |          |                         |  |   |  |  |                                  |  |                          |                        |  |  |
| Kansas Hig<br>Graduate   |   |          | djust thei<br>deo, etc. |  | •   |  |  |                                  |  | •                        | ons, graphs,<br>ntent. |  |  |
|  |   |          |                         |  |   |  |  |                                  |  |                          |                        |  |  |
|  |   |          | <u>R</u>                | L.3.7  |   |  | RL.4   | 1.7                              |  | <u>R</u>                 | L. <u>5.7</u>          |  |  |
| Progression of<br>Standard Across<br>Grades<br>Grades<br>Explain how specific<br>aspects of a text's<br>illustrations contribu-<br>to what is conveyed<br>the words in a stor<br>(e.g., create mood<br>emphasize aspects<br>character or setting     |   |          |                         | s<br>ibute<br>ed by<br>ory<br>d,<br>cts of a | betwee<br>story<br>visual<br>prese<br>identi<br>versic<br>descr | connected<br>or dram<br>or dram<br>l or oral<br>fying wh<br>on reflect<br>iptions a<br>ions in t | ext of a<br>a and a<br>of the te<br>here eac<br>ts spec<br>and | ext, be<br>ch gr<br>ific m<br>of | ultimedia<br>ontribute<br>eaning, t<br>eauty of a<br>aphic no<br>ultimedia | one, or<br>a text (e.g., |                        |  |  |

| <u>K 1</u>                                  | 2 <u>3456</u><br>Grade<br>Reading: Lit   | 4 | <u>9-10</u> <u>11-12</u> |  |  |  |  |  |  |  |
|---|--|---|--------------------------|--|--|--|--|--|--|--|
| RL.4.8                                      |  |   |                          |  |  |  |  |  |  |  |
| To address this stand                       | lard, students <i>could</i> :  |   |                          |  |  |  |  |  |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades |  |   |                          |  |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u>  | <u>4</u><br>Re  |                               | <u>6</u><br>ade 4<br>: Litera  | 7<br>ture  | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>  |  |  |
|---|---|----------|---|---|-------------------------------|--|--|---|---|---|--|--|
| RL.4  | <b>RL.4.9</b> 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. |          |   |   |                               |  |  |   |   |   |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Define theme as the central message of a literary text.</li> <li>Define topic as the subject of a literary text.</li> <li>Define culture as the ideas, beliefs, and values shared by a group of people.</li> <li>Compare and contrast stories with similar topics, themes, and patterns of events from different cultures.</li> </ul> |   |          |   |   |                               |  |  |   |   |   |  |  |
| Kansas Hig<br>Graduate  |   | ol       | Analyze h<br>build knov   |   |                               |  |  |   |   | topics in order to<br>s take.   |  |  |
|   |   | -        | R   | L.3.9   |                               |  | RL.4.  | 9   |   | RL.5.9  |  |  |
| Progression of<br>Standard Across<br>Grades   |   |          | Compare<br>the theme<br>and plots<br>written by<br>author abo<br>or similar<br>(e.g., in bo<br>series). | and con<br>s, settin<br>of storie<br>the sam<br>out the s<br>characte | gs,<br>s<br>ne<br>same<br>ers | Compare<br>the treat<br>themes<br>opposition<br>events<br>in stories<br>tradition<br>different | tment c<br>and top<br>on of g<br>d patter<br>(e.g., th<br>s, myth<br>al litera | of simila<br>bics (e.g<br>ood and<br>ns of<br>e quest<br>as, and<br>ature fro | r storie<br>g., genre<br>d and a<br>etc.)<br>to sin<br>topics | pare and contrast<br>es in the same<br>e (e.g., mysteries,<br>adventure stories,<br>on their approaches<br>nilar themes and |  |  |

| Ł      | <u>&lt;</u>  | <u>1</u> | 2 | <u>3</u>  | <u>4</u> | <u>5</u><br>Gra | 6<br>ade 4   | <u>7</u>  | <u>8</u>  | <u>9-1(</u>                                      | <u>)</u> 1                                       | <u> 1-12</u>   |  |
|--------|--|----------|---|-----------|----------|-----------------|--|---|---|--|--|--|--|
|        | Reading: Literature  |          |   |           |          |                 |  |   |   |  |  |  |  |
| F      | RL.4.10Use knowledge of language and its conventions when reading to differentiate<br>between contexts that call for formal English and situations where informal<br>discourse is appropriate.   |          |   |           |          |                 |  |   |   |  |  |  |  |
| To add | To address this standard, students <i>could</i> :  |          |   |           |          |                 |  |   |   |  |  |  |  |
| frien  | • 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<br>Graduates Can:Apply their knowledge of language and how it works to a variety of contexts<br>and situations (e.g., a job interview, formal and informal settings).   |          |   |           |          |                 |  |   |   |  |  |  |  |
|        |  |          |   |           |          |                 |  |   |   |  |  |  |  |
|        |  |          |   | <u>RI</u> | 3.10     |                 |  | RL.4.1  | 0   |  | <u>RI</u>  | L. <u>5.10</u>   |  |
| Stand  | Progression of<br>Standard Across<br>Grades<br>Use knowledge of<br>language and its<br>conventions when<br>reading to recognize and<br>observe differences<br>between the conventions<br>of spoken and written<br>standard English. (Click<br>link above for details.) |          |   |           |          |                 | Use kno<br>languag<br>convent<br>reading<br>betweet<br>call for f<br>and situ<br>informa<br>appropr<br>above.) | ge and i<br>tions wh<br>to diffe<br>n conte:<br>formal E<br>lations v<br>I discou | ts<br>rentiate<br>xts that<br>English<br>where<br>irse is | lang<br>cor<br>to c<br>the<br>(e.g<br>use<br>poe | compare<br>varieties<br>g., dialec<br>ed in stor | nd its<br>when reading<br>and contrast<br>of English<br>ts, registers)<br>ies, dramas, or<br>ck link above |  |

| K   | 1 2    | <u>2</u> <u>3</u>   | <u>4</u>  | 0.0                     | 6<br>de 4                               | <u>7</u>  | <u>8</u>  | <u>9-10</u>   | <u>11-12</u>   |  |  |
|---|--------|---|---|-------------------------|---|---|---|---|--|--|--|
| Reading: Literature         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.         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. |        |   |   |                         |   |   |   |   |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Read a text about a grade-appropriate science topic, and use a range of strategies to determine unknown word meanings.</li> </ul>   |        |   |   |                         |   |   |   |   |  |  |  |
| Kansas Hig<br>Graduate  |        | building k  |   | e of nev                | w words,                                | as wel  | l as empl   |   | ts by consistently ategies for   |  |  |
|   |        |   |   |                         |   |   |   |   |  |  |  |
|   |        |   | <u>L.3.11</u>   |                         |   | RL.4.1  |   |   | <u>RL.5.11</u>   |  |  |
| Progress<br>Standard<br>Grac  | Across | meaning<br>and multi<br>words an<br>based on<br>reading a<br>choosing<br>range of s | e or clarify<br>of unknow<br>ple-meanin<br>d phrases<br>or Grade 3<br>and conten<br>flexibly fro<br>strategies. | ng<br>ng<br>ht,<br>om a | multiple-<br>and phra<br><i>Grade 4</i> | i of unk<br>meanir<br>ases ba<br><i>readin</i><br>choosi<br>ange of | nown and<br>ng words<br>ised on<br>g and<br>ng flexibly | meanin<br>multiple<br>and ph<br>Grade<br>conten<br>from a | nine or clarify the<br>ng of unknown and<br>e-meaning words<br>trases based on<br>5 reading and<br>t, choosing flexibly<br>range of strategies.<br>ink above for<br>.) |  |  |

| <u>K</u>  | <u>1</u>   | <u>2</u>  | <u>3</u> <u>4</u>  | <u>5</u> |          | <u>7</u>  | <u>8</u>       | <u>9-10</u> | <u>11-12</u>                       |  |  |  |
|---|--|-----------|--|----------|----------|-----------|----------------|-------------|------------------------------------|--|--|--|
|   |  |           | _  |          | ade 4    |           |                |             |                                    |  |  |  |
|   |  |           |  |          | : Litera |           |                |             |                                    |  |  |  |
|   |  |           |  |          |          | urative I | anguage        | e, word rel | ationships, and                    |  |  |  |
|   |  |           | ces in word  |          | •        |           | iloo ond       | motophor    | a in contaxt                       |  |  |  |
|   |  |           | a. Explain the meaning of simple similes and metaphors in context.   |          |          |           |                |             |                                    |  |  |  |
| RL.4  | .12  |           | <ul> <li>Recognize and explain the meaning of common idioms, adages, and<br/>proverbs in context.</li> </ul> |          |          |           |                |             |                                    |  |  |  |
|   |  | C.        |  |          |          | a of woi  | ds bv re       | lating the  | m to their opposites               |  |  |  |
| (antonyms) and to words with similar but not identical meanings |  |           |  |          |          |           |                |             |                                    |  |  |  |
| (synonyms).   |  |           |  |          |          |           |                |             |                                    |  |  |  |
| To address  | this star  | ndard, si | tudents co   | uld:     |          |           |                |             |                                    |  |  |  |
|   | <ul> <li>Discuss the reasons why characters in a text may use similes, metaphors, idioms, adages, and<br/>proverbs.</li> </ul> |           |  |          |          |           |                |             |                                    |  |  |  |
| Kansas Hig<br>Graduate  |  | l<br>Unde | erstand word   | d meanii | ngs, and | nuance    | s in wor       | d meaning   | gs when reading.                   |  |  |  |
|   |  |           |  |          |          |           |                |             |                                    |  |  |  |
|   |  |           | <u>RL.3.12</u>   |          |          | RL.4.1    | 2              |             | <u>RL.5.12</u>                     |  |  |  |
|   |  | _         | onstrate   |          | Demon    |           |                |             | nstrate                            |  |  |  |
| Progress  |  |           | rstanding of   |          | underst  | •         |                |             | understanding of                   |  |  |  |
| Standard  |  |           | onships and<br>ces in word   |          |          |           | age, wor<br>nd |             | figurative language, word          |  |  |  |
| Grad  | ies  |           | nings. (Click  | link     | · · ·    |           |                |             | relationships, and nuances in word |  |  |  |
|   |  |           | e for details.   |          | meaning  |           | -              |             | meanings. (Click link              |  |  |  |
|   |  |           |  |          | above.)  |           |                |             | for details.)                      |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u>  |                                       | Gra                   | <u>6</u><br>ade 4<br>: Litera          |  | <u>8</u>                                 | <u>9-10</u>   | <u>11-12</u>   |  |  |
|---|---|----------|---|---------------------------------------|-----------------------|--|--|--|---------------|--|--|--|
| RL.4  | <b>RL.4.13</b> Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.        |          |   |                                       |                       |  |  |  |               |  |  |  |
|   | <ul> <li>To address this standard, students could:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |          |   |                                       |                       |  |  |  |               |  |  |  |
| Kansas Hig<br>Graduate                      |   | ol       | nterpret n  | neaning                               | from a                | variety                                | of texts                                       | on thei                                  | r own.        |  |  |  |
|   |   |          |   |                                       |                       |  |  |  |               |  |  |  |
| Progression of<br>Standard Across<br>Grades |   |          | Read and<br>high qualit<br>prose and<br>appropriat<br>and qualita<br>complexity | ty dram<br>poetry<br>te quan<br>ative | as,<br>of<br>titative | high qu<br>prose a<br>approp<br>and qu | uality dr<br>and poe<br>priate qu<br>alitative | npreher<br>amas,<br>etry of<br>uantitati | ve app<br>and | RL.5.13<br>ad and comprehend<br>a quality dramas,<br>se and poetry of<br>ropriate quantitative<br>qualitative<br>aplexity for Grade 5. |  |  |

<u>K 1 2 3 4</u>

# 5 6 7 8 9-10 <u>11-12</u> Grade 4

#### Reading: Informational

| RI.4.1   | <b>4.1</b> 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 stand  | ard, students could:  |        |               |  |  |  |  |  |  |  |  |
| <ul> <li>Identify examples in the text to support thinking.</li> <li>Use text and text features to ask and answer key detail questions.</li> <li>Identify the location of the answer in the text (e.g. "according to the text", "the author stated").</li> <li>Explain how to make an inference.</li> <li>Use background knowledge and the text to make an inference.</li> </ul> |   |        |               |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Read closely through multiple interactions with a text in order to determineKansas High Schoolwhat the text says explicitly and to make logical inferences; cite specific |        |               |  |  |  |  |  |  |  |  |
|  | -   | -      |               |  |  |  |  |  |  |  |  |
|  | <u>RI.3.1</u>   | RI.4.1 | <u>RI.5.1</u> |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | andard Across demonstrate explaining what the text what the text says   |        |               |  |  |  |  |  |  |  |  |

| K  | 1   | <u>2</u>               | <u>3</u> <u>4</u><br>Re  | <u>5</u><br>Gra<br>ading: I | ade 4                        | 7<br>tional  |                  | <u>9-10</u>               | <u>11-12</u>   |  |  |  |
|--|---|------------------------|--|-----------------------------|------------------------------|--|------------------|---------------------------|--|--|--|--|
| RI.4.2       Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |   |                        |  |                             |                              |  |                  |                           |  |  |  |  |
| To address   | To address this standard, students <i>could</i> : |                        |  |                             |                              |  |                  |                           |  |  |  |  |
| <ul> <li>Engage in discussions with peers and adults about how to determine key details in a given text.</li> <li>Work with peers or independently to determine which key details are important enough to be included in a summary.</li> </ul> |   |                        |  |                             |                              |  |                  |                           |  |  |  |  |
| Kansas Hig<br>Graduate   |   |                        | rmine centi<br>marize the l  |                             |                              |  |                  | •                         | eir development;   |  |  |  |
|  |   |                        |  |                             |                              |  |                  |                           |  |  |  |  |
|  |   |                        | <u>RI.3.2</u>  |                             |                              | RI.4.2   | 2                |                           | <u>RI.5.2</u>  |  |  |  |
| Progress<br>Standard<br>Grad   | Across  | idea<br>the k<br>expla | rmine the n<br>of a text; re<br>ey details a<br>ain how the<br>ort the mai | ecount<br>and<br>y          | idea of<br>explain<br>suppor | ine the<br>a text a<br>how it i<br>ted by k<br>summa | ind<br>is<br>iey | main i<br>explai<br>suppo | Determine two or more<br>main ideas of a text and<br>explain how they are<br>supported by key<br>details; summarize the<br>text. |  |  |  |

| K  | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u> |  | ade 4 | <u>Z</u> | _  | <u>9-10</u>                                    | <u>11-12</u>  |  |
|--|--|----------|----------|----------|--|-------|----------|--|--|---|--|
| 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:  |  |          |          |          |  |       |          |  |  |   |  |
| <ul> <li>To address this standard, students could:</li> <li>Describe the connection between two individuals (who).</li> <li>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).</li> <li>Identify and use time, sequence, and cause/effect cue words.</li> </ul> |  |          |          |          |  |       |          |  |  |   |  |
| Kansas Hig   | Kansas High School<br>Graduates Can:       Extract meaning and purpose from informational text by analyzing its<br>structure and organization. |          |          |          |  |       |          |  |  |   |  |
| Progression of<br>Standard Across<br>GradesRI.3.3RI.4.3Progression of<br>Standard Across<br>GradesDescribe the<br>relationship between a<br>series of historical<br>   |  |          |          |          |  |       |          | eas, or<br>historica<br>chnical<br>what<br>why,<br>cific | al, intera<br>two o<br>event<br>conce<br>scien | RI.5.3<br>ain the<br>onships or<br>actions between<br>or more individuals,<br>ts, ideas, or<br>epts in a historical,<br>tific, or technical<br>based on specific<br>nation in the text. |  |

|      | <u>K</u>  | <u>1</u> | <u>2</u>                          | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u>        | <u>7</u>  | <u>8</u> | <u>9-10</u> | <u>11-12</u> |  |
|------|---|----------|-----------------------------------|----------|----------|----------|-----------------|-----------|----------|-------------|--------------|--|
|      |   |          |                                   |          | Rea      |          | ade 4<br>nforma | ational   | I        |             |              |  |
|      | 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 a | ddress  | this st  | tandard                           | , stude  | nts coi  | ıld:     |                 |           |          |             |              |  |
| • [  | Define d  | omain-   | ic words<br>specific<br>es, refer | words a  | and phra |          | ext featu       | res to de | etermin  | e meaning c | of words and |  |

Use context clues, reference materials, and text features to determine meaning of words and phrases.

| Kansas High School<br>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. |  |   |  |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|--|
|   |  |  |   |  |  |  |  |  |  |
|   | <u>RI.3.4</u>  | RI.4.4   | <u>RI.5.4</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning<br>of general academic<br>and domain-specific<br>words and phrases in a<br>text relevant to a grade<br>3 topic or subject area.              | Determine the meaning<br>of general academic<br>and domain-specific<br>words or phrases in a<br>text relevant to a grade<br>4 topic or subject area. | Determine the meaning<br>of general academic<br>and domain-specific<br>words and phrases in a<br>text relevant to a grade<br>5 topic or subject area. |  |  |  |  |  |  |

#### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

Grade 4

#### **Reading: Informational**

#### 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<br>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. |  |   |  |  |  |  |  |
|---|--|--|---|--|--|--|--|--|
|   |  |  |   |  |  |  |  |  |
|   | <u>RI.3.5</u>  | RI.4.5   | <u>RI.5.5</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Use text features and<br>search tools (e.g., key<br>words, sidebars,<br>hyperlinks) to locate<br>information relevant to<br>a given topic efficiently.     | Describe the overall<br>structure (e.g.,<br>chronology, comparison,<br>cause/effect,<br>problem/solution) of<br>events, ideas, concepts,<br>or information in a text<br>or part of a text. | Compare and contrast<br>the overall structure<br>(e.g., chronology,<br>comparison,<br>cause/effect, problem/<br>solution) of events,<br>ideas, concepts, or<br>information in two or<br>more texts. |  |  |  |  |  |

#### <u>K 1 2 3 4 5 6 7</u>

# 

#### 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 stand  | ard, students could:  |  |  |  |  |  |  |  |  |  |
| <ul> <li>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.</li> <li>Explain how the point of view (first or second hand) affects the perspective of the event or topic.</li> <li>Explain why an author could have written a text.</li> </ul> |   |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | High School Recognize that different perspectives can be presented in different ways for  |  |  |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |  |  |
|  | <u>RI.3.6</u>   | RI.4.6   | <u>RI.5.6</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Distinguish their own<br>point of view from that<br>of the author of a text.  | Compare and contrast a<br>firsthand and<br>secondhand account of<br>the same event or topic;<br>describe the differences<br>in focus and the<br>information provide. | Analyze multiple<br>accounts of the same<br>event or topic, noting<br>important similarities<br>and differences in the<br>point of view they<br>represent. |  |  |  |  |  |  |  |

|  | <u>K</u>  | <u>1</u> | <u>2</u> | <u>3</u>   | <u>4</u>        | <u>5</u><br>Gra   | <u>6</u><br>1de 4   | <u>7</u> | <u>8</u>                            | <u>9-</u> 1                                    | <u> 0</u>   | <u>11-12</u>  |
|--|---|----------|----------|------------|-----------------|---|---|----------|-------------------------------------|--|---|---------------|
|  |   |          |          |            | Read            |   | nforma  | ationa   | I                                   |  |   |               |
| <b>RI.4.7</b> 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. |   |          |          |            |                 |   |   |          |                                     |  |   |               |
| То а   | ddress  | this sta | nda      | ard, stude | nts <i>coul</i> | d:  |   |          |                                     |  |   |               |
| <ul> <li>Explain the purpose of graphic features.</li> <li>Interpret information from the graphic feature.</li> <li>Synthesize information gained from visual text features, information from written text, and information presented orally to aid in understanding.</li> </ul>     |   |          |          |            |                 |   |   |          |                                     |  |   |               |
| Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations, graphs,<br>video, etc.) in addition to print formats, in order to understand content.  |   |          |          |            |                 |   |   |          |                                     |  |   |               |
|  |   |          |          |            |                 |   |   |          |                                     |  |   |               |
|  |   |          |          | Ī          | RI. <u>3.7</u>  |   |   | RI.4     | 4.7                                 |  |   | <u>RI.5.7</u> |
|  | Progression of<br>Standard Across<br>Grades<br>Use information gained<br>from illustrations (e.g.,<br>maps, photographs)<br>and the words in a text<br>to demonstrate<br>understanding of the<br>text (e.g., where, when,<br>why, and how key<br>events occur). |          |          |            |                 | preser<br>or qua<br>charts<br>time lin<br>interac<br>Web p<br>how th<br>contrik<br>unders | nted vis<br>ntitativ<br>, graph<br>nes, an<br>ctive ele<br>pages) a<br>ne infor<br>putes to | g of the | , in<br>ams,<br>s, or<br>on<br>lain | from r<br>digital<br>demo<br>to loca<br>questi | on information<br>nultiple print or<br>sources,<br>nstrating the ability<br>ate an answer to a<br>fon quickly or to<br>a problem<br>ntly. |               |

|   | K  | <u>1</u> | <u>2</u> | <u>3</u> | 4<br>Read      |  | <u>6</u><br>ade 4 | 7<br>tional |                            | <u>9-1</u>                                    | <u>0</u>  | <u>11-12</u>  |
|---|--|----------|----------|----------|----------------|--|-------------------|-------------|----------------------------|---|---|---------------|
| Reading: Informational         RI.4.8       Explain how an author uses reasons and evidence to support particular points in a text. |  |          |          |          |                |  |                   |             |                            |   |   |               |
| To ad   | To address this standard, students <i>could</i> :  |          |          |          |                |  |                   |             |                            |   |   |               |
| Us     Ex     Ex     Kans   | <ul> <li>Identify reason and evidence to support a point in a text.</li> <li>Use relevant justifications.</li> <li>Explain how author's justifications support their point.</li> <li>Evaluate if the reasons and evidence given supports the author's point in the text.</li> </ul> Kansas High School Graduates Can: Follow the logic of an argument based on the validity of the claim and evidence presented. |          |          |          |                |  |                   |             |                            |   |   |               |
|   |  |          | I        |          |                |  |                   |             |                            |   |   |               |
|   |  |          |          |          | RI. <u>3.8</u> |  |                   | RI.4        | .8                         |   |   | <u>RI.5.8</u> |
|   | Progression of<br>Standard Across<br>Grades  |          |          |          |                | Explain<br>uses re<br>eviden<br>particu<br>text. | easons<br>ce to s | upport      | u:<br>e'<br>pa<br>te<br>re | ses re<br>viden<br>articu<br>ext, ide<br>ason | how an author<br>easons and<br>ce to support<br>lar points in a<br>entifying which<br>s and evidence<br>t which point(s). |               |

#### 5 6 7 8 9-10 11-12 Grade 4 <u>K 1 2 3 4</u>

#### Reading: Informational

| Reaulity. 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 stand   | ard, students could:   |  |   |  |  |  |  |  |  |
| <ul> <li>Understand information from two texts can be combined to gain a deeper understanding of a topic.</li> <li>Categorize key details from two texts.</li> <li>Compare and contrast texts in order to combine information.</li> </ul> |  |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  |  |  |   |  |  |  |  |  |  |
|   | <u>RI.3.9</u>  | RI.4.9   | <u>RI.5.9</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Compare and contrast<br>the most important<br>points and key details<br>presented in two texts<br>on the same topic. | Integrate information<br>from two texts on the<br>same topic in order to<br>write or speak about the<br>subject knowledgeably. | Integrate information<br>from several texts on<br>the same topic in order<br>to write or speak about<br>the subject<br>knowledgeably. |  |  |  |  |  |  |

| K  | <u>1</u>  | <u>2</u>                         | <u>3</u>  | <u>4</u>   |              | <u>6</u><br>ade 4  | <u>7</u>                                  | <u>8</u>  | <u>9-10</u>                        | <u>11-12</u>   |
|--|-----------|----------------------------------|---|--|--------------|--|---|---|------------------------------------|--|
|  |           |                                  |   | Read   |              | nforma   | ational                                   | I   |                                    |  |
| RI.4.10Use knowledge of language and its conventions when reading to differentiate<br>between contexts that call for formal English and situations where informal<br>discourse is appropriate.   |           |                                  |   |  |              |  |   |   |                                    |  |
| To address   | this stan | daro                             | d, studer   | nts <i>col</i>   | ıld:         |  |   |   |                                    |  |
| <ul> <li>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.</li> <li>Compare and contrast conventions of a native language with formal, standard English.</li> </ul> |           |                                  |   |  |              |  |   |   |                                    |  |
| Kansas Hig<br>Graduate   |           |                                  |   |  |              |  |   |   |                                    | variety of contexts settings).   |
|  |           | Т                                | <u></u>   | .3.10  | _            |  | RI.4.′                                    | 10  |                                    | <u>RI.5.10</u>   |
| Progress<br>Standard<br>Grad   | Across    | la<br>co<br>to<br>di<br>co<br>ar | se knowle<br>nguage ar<br>proventions<br>recognize<br>fferences<br>proventions<br>nd written<br>nglish. | nd its<br>s when r<br>e and ot<br>betweer<br>s of spol | n the<br>ken | langua<br>conver<br>reading<br>betwee<br>call for<br>and sit | én conte<br>formal<br>uations<br>al disco | its<br>/hen<br>erentiate<br>exts that<br>English<br>where | lang<br>con<br>to c<br>the<br>(e.g | e knowledge of<br>guage and its<br>eventions when reading<br>compare and contrast<br>varieties of English<br>g., dialects, registers)<br>ed in informational text. |

| <u>K</u> <u>1</u>  | $\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{6}$  | <u>6 7 8</u><br>ade 4   | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |
|--|--|---|---|--|--|--|--|--|--|--|
|  |  |   |   |  |  |  |  |  |  |  |
| Reading: Informational         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       Determine or clarify the meaning of a word or phrase.         b. 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. |  |   |   |  |  |  |  |  |  |  |
| Explain to a peer of   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Explain to a peer or adult the process or processes they used to determine a word's meaning.</li> <li>Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to</li> </ul> |   |   |  |  |  |  |  |  |  |
| •  | of any words the group does  | <b>0</b> 1 7  | a use a digital resource to   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Understand vocabulary a building knowledge of ne determining meanings of   | w words, as well as em  | of contexts by consistently<br>ploying strategies for   |  |  |  |  |  |  |  |
|  |  |   |   |  |  |  |  |  |  |  |
|  | <u>RI.3.11</u>   | RI.4.11   | <u>RI.5.11</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 3<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.)  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 4<br>reading and content,<br>choosing flexibly from<br>range of strategies.<br>(See details above.) | meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 5 reading and<br>content, choosing flexibly<br>from a range of strategies |  |  |  |  |  |  |  |

| <u>K</u>  | <u>1</u>  | <u>2</u> <u>3</u> |                    | <u>6</u>  | <u>7</u>  | <u>8</u>       | <u>9-10</u>  | <u>11-12</u>      |  |  |  |  |
|---|---|-------------------|--------------------|-----------|---|----------------|--------------|-------------------|--|--|--|--|
| Grade 4   |   |                   |                    |           |   |                |              |                   |  |  |  |  |
|   |   | D                 | Reading:           |           |   |                | 1 1 .        | den el la consta  |  |  |  |  |
| Demonstrate understanding of figurative language, word relationships, and |   |                   |                    |           |   |                |              |                   |  |  |  |  |
|   | nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors in context. |                   |                    |           |   |                |              |                   |  |  |  |  |
|   |   |                   |                    | 0         | •   |                |              | is, adages, and   |  |  |  |  |
| <b>RI.4.</b> 1  | 2   |                   | verbs in conte     | •         | meaning   | g or con       |              | is, adages, and   |  |  |  |  |
|   |   |                   | nonstrate uno      |           | a of wor  | ds bv re       | lating them  | to their          |  |  |  |  |
|   |   |                   | osites (anton      |           |   | •              | •            |                   |  |  |  |  |
|   |   |                   | anings (synor      | • •       |   |                |              |                   |  |  |  |  |
| To address  | this stand  | lard, stude       | nts <i>could</i> : |           |   |                |              |                   |  |  |  |  |
| Explain the text.   | ne literal ar   | nd contextua      | al meaning of      | an idiom, | adage,  | or prove       | erb found in | n a grade-level   |  |  |  |  |
| Kansas Higl<br>Graduates  |   | Understan         | d word mean        | ings, and | nuances   | s in word      | d meaning    | s when reading.   |  |  |  |  |
|   |   |                   |                    |           |   |                |              |                   |  |  |  |  |
|   |   | <u>R</u>          | 1.3.12             |           | RI.4.1  | 2              |              | <u>RI.5.12</u>    |  |  |  |  |
|   |   | Demonstra         | ate                | Demor     |   |                | Demo         | nstrate           |  |  |  |  |
| Progress  | ion of  |                   | ding of word       |           | tanding   |                |              | standing of       |  |  |  |  |
| Standard  |   | relationshi       |                    | U         | ve langu  | 0 .            | •            | ive language,     |  |  |  |  |
| Grades  | es  | nuances ir        | (Click link        |           |   | nips, and<br>d |              | elationships, and |  |  |  |  |
|   |   | above for         | <b>`</b>           |           | nuances in word nuances in meanings. (See details meanings. |                |              |                   |  |  |  |  |
|   |   |                   | actuilo.)          | above.    | •   |                |              | for details.)     |  |  |  |  |
|   |   |                   |                    |           |   |                |              | /                 |  |  |  |  |

| <u>K</u>  | <u>1</u>  | <u>2</u> | <u>3</u>  |         | Gr       | 6<br>ade 4 |           |          | <u>9-1</u> | 0 | <u>11-12</u>      | 2 |
|---|---|----------|-----------|---------|----------|------------|-----------|----------|------------|---|-------------------|---|
| [   |   |          |           | Rea     | ding:    | Informa    | ationa    |          |            |   |                   |   |
| <b>RI.4.13</b> Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 4. |   |          |           |         |          |            |           |          |            |   |                   | f |
|   | To address this standard, students <i>could</i> :<br>Select and read increasingly complex informational texts at or above grade level.  |          |           |         |          |            |           |          |            |   |                   |   |
|   | ligh Scho<br>ates Can:  | ol In    | terpret m | neaning | ) from a | a variety  | of inforr | national | texts.     |   |                   |   |
|   |   |          |           |         |          |            |           |          |            |   |                   |   |
|   |   |          | R         | .3.13   |          |            | RI.4.′    | 13       |            |   | <u>RI.5.13</u>    |   |
| Standa  | Progression of<br>Standard Across<br>GradesRead and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 3.Read and comprehend<br>high quality<br>informational text of<br> |          |           |         |          |            |           |          |            |   | t of<br>ntitative |   |

#### <u>K 1 2 3 4 5 6 7 8 9-10 11-12</u> 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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                       | <u>W.5.1</u><br><u>W.5.4</u><br><u>W.5.7</u><br><u>W.5.10</u><br><u>W.5.12</u>      | <u>W.5.2</u><br><u>W.5.5</u><br><u>W.5.8</u><br><u>W.5.11</u>     | <u>W.5.3</u><br><u>W.5.6</u><br><u>W.5.9</u>                      |
|--|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening  | <u>SL.5.1</u><br><u>SL.5.4</u><br><u>SL.5.7</u>                                     | <u>SL.5.2</u><br><u>SL.5.5</u><br><u>SL.5.8</u>                   | <u>SL.5.3</u><br><u>SL.5.6</u>                                    |
| Reading: Foundational<br>Print Concepts<br>Phonological Awareness<br>Phonics and Word Recognition<br>Fluency   | <u>RF.5.1</u><br><u>RF.5.2</u><br><u>RF.5.3</u><br><u>RF.5.4</u>                    |   |   |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text       | <u>RL.5.1</u><br><u>RL.5.4</u><br><u>RL.5.7</u><br><u>RL.5.10</u><br><u>RL.5.13</u> | <u>RL.5.2</u><br><u>RL.5.5</u><br><u>RL.5.8</u><br><u>RL.5.11</u> | <u>RL.5.3</u><br><u>RL.5.6</u><br><u>RL.5.9</u><br><u>RL.5.12</u> |
| Reading: Informational<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.5.1</u><br><u>RI.5.4</u><br><u>RI.5.7</u><br><u>RI.5.10</u><br><u>RI.5.13</u> | <u>RI.5.2</u><br><u>RI.5.5</u><br><u>RI.5.8</u><br><u>RI.5.11</u> | <u>RI.5.3</u><br><u>RI.5.6</u><br><u>RI.5.9</u><br><u>RI.5.12</u> |

#### Grade 5 Writing

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11-12

#### Text Types and Purposes

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- 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.

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- 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.
- 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.

W.5.2

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#### Grade 5 Speaking and Listening

#### **Comprehension and Collaboration**

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- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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.

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- 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.

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#### Grade 5 Reading: Foundational

#### **Print Concepts**

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RF.5.1 Not applicable to grade 5.

#### **Phonological Awareness**

RF.5.2 Not applicable to grade 5.

#### **Phonics and Word Recognition**

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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 fits 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.

1 2 3 4 5 6 7 8 9-10

11-12

### Grade 5 Reading: Informational

### Key Ideas and Details

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- 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.

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

|  | Wri   | ting  |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
| Write opinion pieces on topics or texts, supporting a point of view wit reasons and information. |   |   |   |  |  |  |  |
| W.5.1  | <ul><li>a. Know the difference between fact and opinion.</li><li>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to</li></ul> |   |   |  |  |  |  |
| To address this stand  | ard. students could:  |   |   |  |  |  |  |
| Research a commu support that opinion  | nity issue, and write a lette<br>are shared.  | r to the editor in which an o   | opinion and reasons to  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning and argument.   | relevant and sufficient evid  | ence to support a written   |  |  |  |  |
|  |   |   |   |  |  |  |  |
|  | <u>W.4.1</u>  | W.5.1   | <u>W.6.1</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons and<br>information.   | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons and<br>information. | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons and<br>information. |  |  |  |  |

## <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> Grade 5

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|   | Write informative/expla<br>and information clearly  | •  | a topic and convey ideas |  |  |  |  |
|---|---|--|--------------------------|--|--|--|--|
| W.5.2   | <ul> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> |  |                          |  |  |  |  |
| To address this stand   | ard, students <i>could</i> :  |  |                          |  |  |  |  |
|   | atory paper, diagram, or  | something that they may<br>r video explaining to a stu |                          |  |  |  |  |
| Kansas High School<br>Graduates Can:Create coherent, well-organized explanatory texts to convey complex<br>ideas about a variety of topics. |   |  |                          |  |  |  |  |
|   |   |  |                          |  |  |  |  |
|   |   |  |                          |  |  |  |  |
|   | <u>W.4.2</u>  | W.5.2  | <u>W.6.2</u>             |  |  |  |  |

#### Κ 2 9-10 11-12 1 3 7 8 4 Grade 5 Writing 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 W.5.3 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 | Create coherent, well-sequenced real or imagined narrative texts with |
|--------------------|---|
| Graduates Can:     | developed plots, characters, and dialogue.                            |

|   | <u>W.4.3</u>  | W.5.3  | <u>W.6.3</u>  |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Write narratives to<br>develop real or<br>imagined<br>experiences or<br>events using<br>effective technique,<br>descriptive details,<br>and clear event<br>sequences. | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>descriptive details,<br>and clear event<br>sequences. | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>relevant descriptive<br>details, and well-<br>structured event<br>sequences. |

| <u>K</u> <u>1</u>  | <u>2</u>   | <u>3</u>   | <u>4</u>                                | Gra                       | <u>6</u><br>ade 5<br>riting           | <u>7</u>  | <u>8</u> | <u>9-10</u> | <u>11-12</u>  |
|--|--|--|---|---------------------------|---------------------------------------|---|----------|-------------|---|
| W.5.4  | W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |   |                           |                                       |   |          |             |   |
| <ul> <li>To address this standard, students could:</li> <li>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.</li> <li>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.</li> </ul> |  |  |   |                           |                                       |   |          |             |   |
| Kansas High Schoo<br>Graduates Can:  |  |  |   |                           |                                       |   |          |             |   |
|  |  | <u></u>  | / <u>.4.4</u>                           | -                         |                                       | W.5.  | 4        |             | <u>W.6.4</u>  |
| Progression of<br>Standard Across<br>Grades  | su<br>pr<br>wl<br>ar<br>ap   | ith guida<br>upport fro<br>oduce withich the o<br>hich the o<br>nd organi<br>opropriate<br>urpose. | m adu<br>riting ir<br>develoj<br>zation | lts,<br>n<br>oment<br>are | cohere<br>which t<br>and or<br>approp | Produce clear and<br>coherent writing in<br>which the development<br>and organization are<br>appropriate to task,<br>purpose, and audience. |          |             | uce clear and<br>rent writing in<br>the development<br>organization are<br>opriate to task,<br>ose, and audience. |

# 5 6 7 8 9-10 11-12 Grade 5 Writing <u>K 1 2 3 4</u>

| W.5.5  | <i>With guidance and support from adults and peers</i> , develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| To address this stand  | ard, students could:   |   |  |  |  |  |  |
| <ul> <li>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.</li> <li>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.</li> </ul> |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.  |   |  |  |  |  |  |
|  |  |   |  |  |  |  |  |
|  | <u>W.4.5</u>   | W.5.5   | <u>W.6.5</u>   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, and editing.                           | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach. | With some guidance<br>and support from adults<br>and peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach. |  |  |  |  |

# 5 6 7 8 9-10 11-12 Grade 5 Writing <u>K 1 2 3 4</u>

| 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 stand   | lard, students <i>could</i> :  |   |  |  |  |  |  |  |
| <ul> <li>Use digital tools to brainstorm ideas for writing and share them with peers.</li> <li>Collaborate with peers to produce a class blog to update parents or others outside the classroom on key learnings and happenings.</li> </ul> |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |   |  |  |  |  |  |  |
|   |  |   |  |  |  |  |  |  |
|   | <u>W.4.6</u>   | W.5.6   | <u>W.6.6</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | With some guidance<br>and support from<br>adults, use technology,<br>including the Internet,<br>to produce and publish<br>writing as well as to<br>interact and collaborate<br>with others;<br>demonstrate sufficient<br>command of<br>keyboarding skills to<br>type a minimum of one<br>page in a single sitting. | With some guidance<br>and support from<br>adults, use technology,<br>including the Internet, to<br>produce and publish<br>writing as well as to<br>interact and collaborate<br>with others;<br>demonstrate sufficient<br>command of<br>keyboarding skills to<br>type a minimum of two<br>pages in a single sitting. | Use technology,<br>including the Internet,<br>to produce and publish<br>writing as well as to<br>interact and collaborate<br>with others;<br>demonstrate sufficient<br>command of<br>keyboarding skills to<br>type a minimum of<br>three pages in a single<br>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 stand  | ard, students <i>could</i> :   |   |  |  |  |  |  |  |
| <ul> <li>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.</li> <li>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.</li> </ul> |  |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  | cess to build an understand<br>ork based on their learning  |  |  |  |  |  |  |
|  |  |   |  |  |  |  |  |  |
|  | <u>W.4.7</u>   | W.5.7   | <u>W.6.7</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Conduct short research<br>projects that build<br>knowledge through<br>investigation of different<br>aspects of a topic.            | Conduct short research<br>projects that use<br>several sources to build<br>knowledge through<br>investigation of different<br>aspects of a topic. | Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>refocusing the inquiry<br>when appropriate. |  |  |  |  |  |

| <u>K 1 2 3 4 5 6</u> | <u>7</u> <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|----------------------|-------------------|-------------|--------------|
|----------------------|-------------------|-------------|--------------|

### 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.   |   |   |  |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|--|
|   | nger hunt in order to locate   | a resource or resources th  | nat might contain an  |  |  |  |  |  |  |  |
|   | r-provided question.<br>ased strategy to summarize   | e or paraphrase a teacher-  | provided print resource.  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | <b>Kansas High School</b> Locate information from a variety of sources, evaluate the credibility and   |   |   |  |  |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |  |  |
|   | <u>W.4.8</u>   | W.5.8   | <u>W.6.8</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Recall relevant<br>information from<br>experiences or gather<br>relevant information<br>from print and digital<br>sources; take notes<br>and categorize<br>information, and<br>provide a list of<br>sources. | Recall relevant<br>information from<br>experiences or gather<br>relevant information<br>from print and digital<br>sources; summarize or<br>paraphrase information<br>in notes and finished<br>work, and provide a list<br>of sources. | Gather relevant<br>information from<br>multiple print and digital<br>sources; assess the<br>credibility of each<br>source; and quote or<br>paraphrase the data<br>and conclusions of<br>others while avoiding<br>plagiarism and<br>providing basic<br>bibliographic<br>information for sources. |  |  |  |  |  |  |  |

| <u>k</u>   |   | <u>1</u>               | 2        | <u>3</u>  | <u>4</u> | Gra  | <u>6</u><br>ade 5<br>riting | <u>7</u>              | <u>8</u>          | <u>9-1</u> | <u>0 11-12</u>    | '       |
|--|---|------------------------|----------|---|----------|------|-----------------------------|-----------------------|-------------------|------------|-------------------|---------|
|  | Draw evidence from literary or informational texts to support analysis, reflection, and research. |                        |          |   |          |      |                             |                       |                   |            |                   |         |
| <ul> <li>W.5.9</li> <li>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]").</li> <li>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]").</li> </ul> |   |                        |          |   |          |      |                             | r a<br>ers<br>Explain |                   |            |                   |         |
| To addr  | ess   | this st                | anda     | rd, stude   | nts cou  | ıld: |                             |                       |                   |            |                   |         |
|  | •   |                        |          | ional text<br>form their  |          | -    | explain o                   | ne of E               | arth's s <u>y</u> | ystems,    | and use evider    | nce     |
| Kansas<br>Gradu  | •   | h Scho<br>s Can:       |          | _ocate an<br>o strength   |          |      |                             | elevant               | evidenc           | e from a   | a range of text t | types   |
|  |   |                        |          |   |          |      |                             |                       |                   |            |                   |         |
|  |   |                        |          | <u>V</u>  | V.4.9    |      |                             | W.5.                  | 9                 |            | <u>W.6.9</u>      |         |
| Stand  |   | ion of<br>Across<br>es | ; I<br>t | Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research.Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research.Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research. |          |      |                             |                       |                   |            |                   | itional |

| <u>K</u>   | <u>1</u>                     | <u>2</u>                        | <u>3</u>  | <u>4</u>      | <u>5</u> |           | <u>7</u>  | <u>8</u>                               | <u>9-10</u>                                      | <u>11-12</u>  |  |
|--|------------------------------|---------------------------------|---|---------------|----------|-----------|---|--|--|---|--|
|  | Grade 5                      |                                 |   |               |          |           |   |  |  |   |  |
| Writing         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 |                              |                                 |   |               |          |           |   |  |  |   |  |
|  | ne wheth<br>ot appropi       |                                 |   |               |          | ed in ead | n expla   | Ination                                | and why th                                       | e verds were or   |  |
| Kansas H<br>Gradua   | igh Scho<br>tes Can:         |                                 | curately<br>ting.   | and ef        | fectivel | y use sta | indard E  | English                                | grammar a  | nd usage when   |  |
|  |                              |                                 |   |               |          |           |   |  |  |   |  |
|  |                              |                                 | <u> </u>  | <u>/.4.10</u> |          |           | W.5.1   | 0                                      |  | <u>W.6.10</u>   |  |
| Standar  | ssion of<br>d Across<br>Ides | of a<br>the<br>sta<br>gra<br>wh | Demonstrate command<br>of and use knowledge of<br>the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |               |          |           | istrate c<br>use kno<br>ivention<br>rd Engli<br>ar and i<br>vriting. (<br>above.) | owledge<br>is of<br>sh<br>usage<br>See | e of of and<br>of the<br>standa<br>gramm<br>when | nstrate command<br>d use knowledge<br>conventions of<br>ard English<br>nar and usage<br>writing. (Click link<br>e for details.) |  |

|   | K  | <u>1</u>                 | 2                                     | <u>3</u>   | <u>4</u>  | <u> </u> | <u>6</u><br>ade 5<br>riting                           | <u>7</u>                                   | <u>8</u>              | <u>9-10</u>                          | <u>11-12</u>  |  |  |
|---|--|--------------------------|---------------------------------------|--|---|----------|---|--|-----------------------|--------------------------------------|---|--|--|
| <ul> <li>Co<br/>ar</li> <li>Ro</li> </ul> | <ul> <li>W.5.11</li> <li>W.5.11</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         <ul> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?)</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting reference materials as needed.</li> </ul> </li> <li>To address this standard, students could:</li> <li>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.</li> <li>Review a hand-written letter and consult digital or print reference materials to check spelling on difficult words.</li> </ul> |                          |                                       |  |   |          |   |  |                       |                                      |   |  |  |
| Kans                                      | sas Hig  | gh Schoo<br>es Can:      |                                       |  |   |          | y use the<br>mmunica                                  |  | anics of              | standard                             | English for the   |  |  |
|   |  |                          |                                       |  |   |          |   |  |                       |                                      |   |  |  |
|   |  |                          |                                       | <u>N</u>   | /.4.11  |          |   | <b>W.5.</b> 1                              | 1                     |                                      | <u>W.6.11</u>   |  |  |
|   |  | sion of<br>Across<br>les | of th<br>stan<br>capi<br>pund<br>spel | ne conv<br>idard E<br>talizatio<br>ctuatio<br>ling wl<br>ck link | ate comi<br>ventions<br>English<br>ion,<br>on, and<br>hen writi<br>above fo | of       | of the of<br>standa<br>capitali<br>punctu<br>spelling | convent<br>rd Engli<br>zation,<br>ation, a | ish<br>nd<br>writing. | of th<br>stan<br>capi<br>pun<br>spel | nonstrate comman<br>e conventions of<br>dard English<br>talization,<br>ctuation, and<br>ling when writing.<br>k link above for<br>ils.) |  |  |

| K   | 1      | <u>2</u> <u>3</u>   | C   | <u>6</u><br>Grade 5<br>Writing  | <u>7</u>  | <u>8</u>   | <u>9-10</u>  | <u>11-12</u>  |  |  |  |  |  |
|---|--------|---|---|---|---|--|--|---|--|--|--|--|--|
| W.5.12Write routinely over extended time frames (time for research, reflection, an<br>revision) and shorter time frames (a single sitting or a day or two) for a ran-<br>of discipline-specific tasks, purposes, and audiences. |        |   |   |   |   |  |  |   |  |  |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Participate in a shared writing with a "pen pal" from another school, community, or country over several months.</li> </ul>   |        |   |   |   |   |  |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:Write routinely over varied time frames for a range of tasks, purposes, a<br>audiences.   |        |   |   |   |   |  |  |   |  |  |  |  |  |
|   |        | 1   | W.4.12  |   | W.5.12  | )  | -  | W.6.12  |  |  |  |  |  |
| Progress<br>Standard<br>Grad  | Across | extende<br>(time for<br>reflection<br>and sho<br>(a single<br>or two) f | utinely over<br>d time frames<br>research,<br>n, and revisior<br>rter time frame<br>sitting or a da<br>or a range of<br>e-specific task<br>s, and | extende<br>(time fo<br>reflection) reflection<br>es and sho<br>ay (a single<br>or two)<br>xs, disciplin | outinely<br>ed time f<br>or resear<br>on, and r<br>orter time<br>le sitting<br>for a rar<br>ne-speci<br>es, and | over<br>rames<br>ch,<br>evision)<br>e frames<br>or a day | extende<br>(time fo<br>reflection<br>and sho<br>(a single<br>or two) | outinely over<br>ed time frames<br>r research,<br>on, and revision)<br>orter time frames<br>e sitting or a day<br>for a range of<br>ne-specific tasks,<br>es, and |  |  |  |  |  |

## 5 6 7 8 9-10 11-12 Grade 5 <u>K 1 2 3 4</u>

Speaking and Listening

| SL.5.1                                      | <ul> <li>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.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> |  |   |  |  |  |  |  |  |
|---|---|--|---|--|--|--|--|--|--|
| To address this stand                       | ard, students could:  |  |   |  |  |  |  |  |  |
|   | c discussion with peers at  | pout a recent article from   | kids' news or science   |  |  |  |  |  |  |
| magazine.                                   |   |  |   |  |  |  |  |  |  |
| • Use phrases like, "I opinion.             | o add to her comment, I tl  | nink the author also to  | introduce a personal  |  |  |  |  |  |  |
| •   | Engage in civil discourse   | e, and express original ide  | eas professionally,   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:        | clearly, and persuasively   | in a variety of settings an agree with their point of view   | nd with diverse partners  |  |  |  |  |  |  |
|   |   |  |   |  |  |  |  |  |  |
|   | <u>SL.4.1</u>   | SL.5.1   | <u>SL.6.1</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br><i>Grade 4 topics and</i><br><i>texts</i> , building on<br>others' ideas and<br>expressing their own<br>clearly. (Click link<br>above for details.)   | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br><i>Grade 5 topics and</i><br><i>texts</i> , building on<br>others' ideas and<br>expressing their own<br>clearly. | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>Grade 6 topics, texts,<br>and issues, building on<br>others' ideas<br>and expressing their<br>own clearly. (Click link<br>above for details.) |  |  |  |  |  |  |

| <u>K 1</u>   | 2 <u>345</u><br>Gra   | <u>6 7 8</u><br>1de 5  | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|--|--|--|--|--|
| Speaking and Listening   |   |  |   |  |  |  |  |  |  |  |  |  |  |
| <b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |   |  |   |  |  |  |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> :  |   |  |   |  |  |  |  |  |  |  |  |  |  |
| Paraphrase informa   | Distinguish between paraphrasing and summarizing.   |  |   |  |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   | resented in diverse media<br>according to purpose and a  | and formats, assessing its audience.  |  |  |  |  |  |  |  |  |  |  |
|  |   |  |   |  |  |  |  |  |  |  |  |  |  |
|  | <u>SL.4.2</u>   | SL.5.2   | <u>SL.6.2</u>   |  |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Paraphrase portions of<br>a text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. | Summarize a written<br>text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally. | Interpret information<br>presented in diverse<br>media and formats (e.g.,<br>visually, quantitatively,<br>orally) and explain how<br>it contributes to a topic,<br>text, or issue under<br>study. |  |  |  |  |  |  |  |  |  |  |

|       | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u>       |        | <u>6</u><br>ade 5   | <u>7</u> | <u>8</u> | <u>9-10</u>  | <u>11-12</u> |
|-------|----------|----------|----------|----------|----------------|--------|---------------------|----------|----------|--------------|--------------|
|       |          |          |          |          | Spea           | king a | nd Lis              | tening   | 9        |              |              |
|       | SL.5     | .3       |          |          |                |        | speaker<br>d evider |          | and exp  | olain how ea | ach claim is |
| To ac | dress    | this sta | ndard    | , stude  | nts <i>cou</i> | ld:    |                     |          |          |              |              |

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

|   | <u>SL.4.3</u>  | SL.5.3  | <u>SL.6.3</u>  |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Identify the reasons<br>and evidence a<br>speaker provides to<br>support particular<br>points. | Summarize the points a<br>speaker makes and<br>explain how each claim<br>is supported by reasons<br>and evidence. | Delineate a speaker's<br>argument and specific<br>claims, distinguishing<br>claims that are<br>supported by reasons<br>and evidence from<br>claims that are not. |

| <u>K 1</u>   | <u>2 3 4 5</u><br>Grae   | <u>6 7 8 9-</u><br>de 5  | <u>10</u> <u>11-12</u>   |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Speaking and Listening   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SL.5.4   | or themes; speak clearly at an understandable pace.  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> :  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <ul> <li>Recount a story using appropriate volume, enunciation, and rate.</li> <li>Recount an experience using appropriate volume, enunciation, and rate.</li> <li>Report on a topic using appropriate volume, enunciation, and rate.</li> </ul> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Kansas High School<br>Graduates Can:Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, a<br>supporting evidence suitable to a specific purpose and audience. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <u>SL.4.4</u>  | SL.5.4   | <u>SL.6.4</u>  |  |  |  |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Report on a topic or text,<br>tell a story, or recount<br>an experience in an<br>organized manner,<br>using appropriate facts<br>and relevant, descriptive<br>details to support main<br>ideas or themes; speak<br>clearly at an<br>understandable pace.           | Report on a topic or text<br>or present an opinion,<br>sequencing ideas<br>logically and using<br>appropriate facts and<br>relevant, descriptive<br>details to support main<br>ideas or themes; speak<br>clearly at an<br>understandable pace. | Present claims and<br>findings, sequencing<br>ideas logically and using<br>pertinent descriptions,<br>facts, and details to<br>accentuate main ideas<br>or themes; use<br>appropriate eye contact,<br>adequate volume, and<br>clear pronunciation. |  |  |  |  |  |  |  |  |  |  |  |

| K   |                        | <u>1</u>                | 2  | <u>3</u>  | <u>4</u>  | <u>5</u>  | <u>6</u><br>ade 5  | <u>7</u>   | <u>8</u>   | <u>9-10</u>                         | <u>11-12</u>   |  |  |  |
|---|------------------------|-------------------------|----|---|---|-----------|--|--|--|-------------------------------------|--|--|--|--|
|   | Speaking and Listening |                         |    |   |   |           |  |  |  |                                     |  |  |  |  |
| <b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   |                        |                         |    |   |   |           |  |  |  |                                     |  |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Produce visual and/or audio depictions information described with detail.</li> <li>Produce multimedia presentations with visual and/or audio components to enhance the main idea or theme.</li> </ul> |                        |                         |    |   |   |           |  |  |  |                                     |  |  |  |  |
| Kansas<br>Grad  |                        | h Schoo<br>s Can:       | ol | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |   |           |  |  |  |                                     |  |  |  |  |
|   |                        |                         |    |   |   |           |  |  |  |                                     |  |  |  |  |
|   |                        |                         |    | <u>S</u>  | L.4.5   |           |  | SL.5.5   | 5  |                                     | <u>SL.6.5</u>  |  |  |  |
| Stand   |                        | sion of<br>Across<br>es |    | Add audio<br>and visua<br>presentat<br>appropria<br>enhance<br>developm<br>ideas or t   | I displays<br>ions when<br>te to<br>the<br>ient of ma | s to<br>n | Include<br>compon<br>graphics<br>visual di<br>presenta<br>appropri<br>the deve<br>main ide | ents (e<br>s, soun<br>splays<br>ations v<br>ate to<br>elopme | .g.,<br>d) and<br>in<br>vhen<br>enhance<br>nt of | compo<br>graphi<br>music,<br>visual | e multimedia<br>onents (e.g.,<br>cs, images,<br>sound) and<br>displays in<br>otations to clarify<br>ation. |  |  |  |

| <u>K</u>   | <u>1</u> | <u>2</u> | <u>3</u>   | <u>4</u>  |   | <u>6</u><br>ade 5            | <u>7</u>  |                 | <u>9-10</u>                      | <u>11-</u>   | <u>12</u>                                  |  |
|--|----------|----------|--|---|---|------------------------------|---|-----------------|----------------------------------|--|--|--|
| SL.  | 5.6      |          | Adapt sp<br>appropria  | eech to   | a varie                                     | •                            | texts ar  |                 | s, using fo                      | ormal Engl   | ish when                                   |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Role play conversations in which the speakers are talking in different settings, and discuss ways in which speech, body language, and words change when a context changes.</li> </ul> |          |          |  |   |   |                              |   |                 |                                  |  |  |  |
| Kansas Hig<br>Graduat  |          |          | Effectively adapt speech to fit a variety of contexts and communication situations.  |   |   |                              |   |                 |                                  |  |  |  |
|  |          |          |  |   |   | -                            |   |                 |                                  |  |  |  |
|  |          |          | -  | <u>SL.4.6</u>   |   |                              | SL.5.   | 6               |                                  | <u>SL.6.</u>   | <u>6</u>                                   |  |
| Progres<br>Standarc<br>Grae  | Across   |          | Different<br>contexts<br>formal E<br>presentin<br>situations<br>informal<br>appropria<br>small-gro<br>discussio<br>English v<br>appropria<br>situation | that call<br>nglish (eng ideas<br>s where<br>discours<br>ate (e.g.<br>oup<br>on); use<br>when<br>ate to tas | for<br>g.,<br>) and<br>se is<br>,<br>formal | variety<br>tasks,<br>Englisi | speech<br>of cont<br>using fc<br>when<br>vriate to<br>on. | exts an<br>rmal | d varie<br>task<br>com<br>nd Eng | pt speech<br>ety of cont<br>s, demons<br>mand of fo<br>lish when<br>ppropriate | exts and<br>strating<br>ormal<br>indicated |  |

|        | <u>K</u>               | <u>1</u> | <u>2</u> | <u>3</u>  | <u>4</u>   | <u>5</u>  | <u>6</u>  | <u>7</u>        | <u>8</u> | <u>9-1</u> | 0     | <u>11-12</u>  |  |  |  |
|--------|------------------------|----------|----------|---|--|-----------|-----------|-----------------|----------|------------|-------|---------------|--|--|--|
|        |                        |          |          |   |  | Gra       | ade 5     |                 |          |            |       |               |  |  |  |
|        | Speaking and Listening |          |          |   |  |           |           |                 |          |            |       |               |  |  |  |
|        |                        |          |          | Demonstrate command of the conventions of standard English grammar  |  |           |           |                 |          |            |       |               |  |  |  |
|        |                        |          |          | and usag  |  |           | •         |                 |          |            |       |               |  |  |  |
|        |                        |          |          | <ul> <li>Expand, combine, and reduce sentences for meaning, read/listener<br/>interest, and style.</li> </ul> |  |           |           |                 |          |            |       |               |  |  |  |
|        | SL.                    | 5.7      |          | <ul> <li>b. Form and use the perfect verb tenses (e.g., I had walked, I have walked)</li> </ul>               |  |           |           |                 |          |            |       |               |  |  |  |
|        |                        |          |          |   | se verb  |           | o convey  | various         | s times, | sequer     | nces, | states, and   |  |  |  |
|        |                        |          |          | d. Recognize and correct inappropriate shifts in verb tense.  |  |           |           |                 |          |            |       |               |  |  |  |
|        |                        |          |          | e. Use correlative conjunctions. (e.g., either/or)  |  |           |           |                 |          |            |       |               |  |  |  |
| To add | dress                  | this st  | anda     | rd, stude   | nts cou  | ıld:      |           |                 |          |            |       |               |  |  |  |
|        | •                      |          |          | •   | Compose a piece of writing about an experience from the past, then work with peers and adure review verb tenses used for accuracy. |           |           |                 |          |            |       |               |  |  |  |
| Kansa  | as Hi                  | ah Sch   |          |   |  |           |           |                 |          |            |       |               |  |  |  |
|        |                        | es Can   |          | Accurate<br>speaking  | -  | effective | ely use s | tandard         | Englis   | h gram     | mar a | nd usage when |  |  |  |
|        |                        |          |          |   | -  | effective | ely use s | tandard         | Englisl  | h gramı    | mar a | nd usage when |  |  |  |
|        |                        |          |          | speaking  | -  | effective | ely use s | tandard<br>SL.5 |          | n gram     | mar a | nd usage when |  |  |  |

| <u>K</u>  | <u>1</u>  | <u>2</u> | <u>3</u>  | <u>4</u>  |  | <u>6</u><br>ade 5  | <u>7</u> | <u>8</u>                                    | <u>9-10</u>  | <u>11-12</u>  |  |  |  |  |  |
|---|---|----------|---|---|--|--|----------|---|--|---|--|--|--|--|--|
|   | 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 <i>could</i> : |   |          |   |   |  |  |          |   |  |   |  |  |  |  |  |
|   | <ul> <li>Create a lab report for a science lesson, in which domain-specific words are used accurately to describe and explain.</li> </ul> |          |   |   |  |  |          |   |  |   |  |  |  |  |  |
| Kansas Hi<br>Gradua                               | gh Scho<br>tes Can:   |          | Use a variety of context-appropriate words in a range of situations, and<br>engage in effective strategies for determining word meanings and adding<br>new words to a personal vocabulary bank. |   |  |  |          |   |  |   |  |  |  |  |  |
|   |   |          |   |   |  |  |          |   |  |   |  |  |  |  |  |
|   |   |          |   | <u>SL.4.8</u>   |  |  | SL.5.    | В   |  | <u>SL.6.8</u>   |  |  |  |  |  |
| Standar   | ssion of<br>d Across<br>des   |          | Acquire a<br>accurate<br>appropria<br>academi<br>specific v<br>phrases,<br>those tha<br>precise a<br>emotions<br>being an<br>basic to<br>topic.   | ly grade<br>ate gene<br>c and do<br>words an<br>includir<br>at signal<br>actions,<br>s, or stat<br>d that a | eral<br>omain-<br>nd<br>ng<br>res of<br>re | accura<br>approp<br>acader<br>specifi<br>phrase<br>those t | 0        | de-<br>neral<br>domair<br>and<br>ding<br>al | accur<br>appro<br>acade<br>speci<br>phras<br>vocal<br>d when<br>word<br>impo<br>comp | ire and use<br>rately grade-<br>opriate general<br>emic and domain-<br>fic words and<br>ses; gather<br>oulary knowledge<br>considering a<br>or phrase<br>rtant to<br>orehension or<br>ession. |  |  |  |  |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Grad 5 Grad 5

Reading: Foundational

|   | Print Concepts |  |  |  |  |  |  |  |
|---|----------------|--|--|--|--|--|--|--|
| RF.5.1 Not applicable to grade 5.                 |                |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |                |  |  |  |  |  |  |  |
|   |                |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |                |  |  |  |  |  |  |  |
|   |                |  |  |  |  |  |  |  |

# K 1 2 3 4 5 6 7 8 9-10 11-12 Grade 5 Gra6 Gra6

**Reading: Foundational** 

| Phonological Awareness                            |                                   |  |  |  |  |  |  |  |
|---|-----------------------------------|--|--|--|--|--|--|--|
| RF.5.2  | RF.5.2 Not applicable to grade 5. |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> : |                                   |  |  |  |  |  |  |  |
|   |                                   |  |  |  |  |  |  |  |
|   |                                   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades       |                                   |  |  |  |  |  |  |  |

| <u>K</u>   | <u>1</u>   | <u>2</u> | <u>3</u> | 4<br>Rea | Gra | ade 5 | 7<br>ational | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|--|--|----------|----------|----------|-----|-------|--------------|----------|-------------|--------------|
|  | 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       |
| Standard   | Progression of<br>Standard Across<br>GradesKnow and apply grade-<br>level phonics and word<br>analysis skills in<br>decoding words.Know and apply grade-<br>level phonics and word<br> |          |          |          |     |       |              |          |             |              |

| K                     | <u>1</u>   | <u>2</u> | <u>3</u>   | <u>4</u>       |        | ade 5    | <u>7</u> | <u>8</u> | <u>9-10</u>  | <u>11-12</u> |  |
|-----------------------|--|----------|------------|----------------|--------|----------|----------|----------|--------------|--------------|--|
|                       |  |          |            | кеа            |        | Founda   | ationa   |          |              | ]            |  |
|                       | Fluency  |          |            |                |        |          |          |          |              |              |  |
|                       | Read with sufficient accuracy and fluency to support comprehension.  |          |            |                |        |          |          |          |              |              |  |
| RF.5.                 | <ul> <li>RF.5.4</li> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |          |            |                |        |          |          |          |              |              |  |
| To address            | this sta   | ndarc    | l, studei  | nts <i>cou</i> | ıld:   |          |          |          |              |              |  |
| Practice     performa | •  | orm a    | poem fo    | or peers       | or adu | lts, and | engage   | in a sel | f-evaluatior | n of their   |  |
|                       |  |          |            |                |        |          |          |          |              |              |  |
|                       |  |          | <u>RF.</u> | 4.4            |        |          | RF.5.4   |          |              | RF.6.4       |  |
| Standard A            | Progression of Standard Across Grades       Read with sufficient accuracy and fluency to support comprehension.       Read with sufficient accuracy and fluency to support comprehension.       Not applicable   |          |            |                |        |          |          |          |              |              |  |

| K   |  | <u>1</u> | <u>2</u>                     | <u>3</u>                                  | 4<br>Re              | Gra             | <u>6</u><br>ade 5<br>: Litera   |  | <u>8</u>             | <u>9-10</u>         | <u>11-12</u>  |
|---|--|----------|------------------------------|---|----------------------|-----------------|---|--|----------------------|---------------------|---|
| <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |          |                              |   |                      |                 |   |  |                      |                     |   |
| To addr   | ess tl   | his stan | dard,                        | stude                                     | nts cou              | ld:             |   |  |                      |                     |   |
| Expla   | <ul> <li>Explain what it means to make an inference.</li> </ul>  |          |                              |   |                      |                 |   |  |                      |                     |   |
| School  | Kansas High<br>School Graduates<br>Can:Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |          |                              |   |                      |                 |   |  |                      |                     |   |
|   |  |          |                              |   |                      |                 |   |  |                      |                     |   |
|   |  |          |                              | <u>RL.</u>                                | 4.1                  |                 | F   | RL.5.1                                   |                      |                     | <u>RL.6.1</u>   |
| Progr<br>Standa<br>Gi   |  | cross    | exan<br>wher<br>the t<br>and | nples ir<br>n explai<br>ext say<br>when d | ining wh<br>s explic | hat N<br>itly e | Quote ac<br>a text whe<br>what the<br>explicitly<br>drawing in<br>rom the t | en expl<br>text say<br>and wh<br>nferend | laining<br>ys<br>ien | support<br>the text | tual evidence to<br>analysis of what<br>says explicitly as<br>inferences drawn<br>e 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 stand  | ard, students <i>could</i> :  |  |  |  |  |  |  |  |
| <ul> <li>Explain how to determine the theme of a text.</li> <li>Identify and explain details related to: characters, setting, conflict, rising action, climax, falling action, resolution.</li> <li>Identify speaker's point of view in a poem.</li> </ul> |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Determine central ideas or themes of a text and analyze their development;<br>summarize the key supporting details and ideas.   |  |  |  |  |  |  |  |
|  |   |  |  |  |  |  |  |  |
|  | <u>RL.4.2</u>   | RL.5.2   | <u>RL.6.2</u>  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine the theme<br>of a story, drama, or<br>poem from details in<br>the text; summarize<br>the text.  | Determine the theme of<br>a story, drama, or poem<br>from details in the text,<br>including how<br>characters in a story or<br>drama respond to<br>challenges or how the<br>speaker in a poem<br>reflects upon a topic;<br>summarize the text. | Determine a theme or<br>central idea of a text and<br>how it is conveyed<br>through particular details;<br>provide a summary of the<br>text distinct from personal<br>opinions or judgments. |  |  |  |  |  |

| K | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9-10</u> | <u>11-12</u> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|
|---|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|

### Grade 5 Reading: Literature

|  |   | U  |   |  |  |  |  |  |
|--|---|--|---|--|--|--|--|--|
| 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 stand  | ard, students could:  |  |   |  |  |  |  |  |
| <ul> <li>Explain how characters respond to major events, challenges, and other characters using specific details in the text.</li> <li>Explain how characters' actions contribute to the sequence of events; refer to specific details in the text.</li> </ul> |   |  |   |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |   |  |   |  |  |  |  |  |
|  |   |  |   |  |  |  |  |  |
|  | <u>RL.4.3</u>   | RL.5.3   | <u>RL.6.3</u>   |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Describe in depth a<br>character, setting, or<br>event in a story or<br>drama, drawing on<br>specific details in the<br>text (e.g., a<br>character's thoughts,<br>words, or actions). | Compare and contrast<br>two or more characters,<br>settings, or events in a<br>story or drama, drawing<br>on specific details in the<br>text (e.g., how<br>characters interact). | Describe how a particular<br>story's or drama's plot<br>unfolds in a series of<br>episodes as well as how<br>the characters respond<br>or change as the plot<br>moves toward a<br>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<br>Graduates Can: |  | Recognize the ways in which the author's word choice and use of figurative anguage deliberately influences meaning, tone, or mood within the context of the text. |  |  |  |  |  |  |
|--------------------------------------|--|---|--|--|--|--|--|--|
|                                      |  |   |  |  |  |  |  |  |
|                                      | <u>RL.4.4</u>  | RL.5.4  | <u>RL.6.4</u>  |  |  |  |  |  |
| Progression of                       | Determine the meaning<br>of words and phrases<br>as they are used in a | Determine the meaning<br>of words and phrases<br>as they are used in a  | Determine the meaning<br>of words and phrases<br>as they are used in a |  |  |  |  |  |

| Progression of  | as they are used in a  | as they are used in a      | as they are used in a      |
|-----------------|------------------------|----------------------------|----------------------------|
| Standard Across | text, including        | text, including figurative | text, including figurative |
| Grades          | those that allude to   | language such as           | and connotative            |
|                 | significant characters | metaphors and similes.     | meanings; analyze the      |
|                 | found in mythology     |                            | impact of a specific       |
|                 | (e.g., Herculean).     |                            | word choice on             |
|                 |                        |                            | meaning and tone.          |

| K   | 1   | <u>2</u> | <u>3</u>  |                | Gra | <u>6</u><br>ade 5<br>: Litera |  | <u>8</u> | <u>9-10</u>                    | <u>11-12</u>                    |
|---|---|----------|-----------|----------------|-----|-------------------------------|--|----------|--------------------------------|---------------------------------|
| RI  | <b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide<br>the overall structure of a particular story, drama, or poem. |          |           |                |     |                               |  |          |                                |                                 |
| To addres   | s this sta  | andarc   | l, studer | nts <i>cou</i> | ld: |                               |  |          |                                |                                 |
| <ul><li>Explain relation</li><li>Use do</li></ul> |   |          |           |                |     |                               |  |          |                                |                                 |
| Kansas H<br>Gradua                                | ligh Scho<br>ites Can:  | te lte   |           |                |     |                               |  |          | nd other eler<br>ld a book?) : | ments to organize<br>and affect |

|   | <u>RL.4.5</u>  | RL.5.5   | <u>RL.6.5</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Explain major<br>differences between<br>poems, drama, and<br>prose, and refer to the<br>structural elements of<br>poems (e.g., verse,<br>rhythm, meter) and<br>drama (e.g., casts of<br>characters, settings,<br>descriptions, dialogue,<br>stage directions) when<br>writing or speaking<br>about a text. | Explain how a series of<br>chapters, scenes, or<br>stanzas fits together to<br>provide the<br>overall structure of a<br>particular story, drama,<br>or poem. | Analyze how a<br>particular sentence,<br>chapter, scene, or<br>stanza fits into the<br>overall structure of a<br>text and contributes to<br>the development of the<br>theme, setting, or plot. |

<u>K 1 2 3 4</u>



# 5 6 7 8 9-10 11-12 Grade 5 11-12 <td 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 <i>could</i> :  |  |   |   |  |  |  |  |  |  |
| <ul> <li>Understand what impacts the creation of a point of view.</li> <li>Identify who is telling the story, the narrator or character and explain how this was determined.</li> <li>Understand how a speaker's viewpoint influences the telling of a story.</li> </ul> |  |   |   |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |   |   |  |  |  |  |  |  |
|  |  |   |   |  |  |  |  |  |  |
|  | <u>RL.4.6</u>  | RL.5.6  | <u>RL.6.6</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast<br>the point of view from<br>which different stories<br>are narrated, including<br>the difference between<br>first- and third-person<br>narrations. | Describe how a<br>narrator's or speaker's<br>point of view influences<br>how events are<br>described. | Explain how an author<br>develops the point of<br>view of the narrator or<br>speaker in a text. |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u> | 4<br>Rea |   | 6<br>ade 5<br>Litera | 7<br>ture  | <u>8</u>  | <u>9-10</u> | <u>11-12</u> |  |  |  |
|---|---|----------|----------|----------|---|----------------------|--|---|-------------|--------------|--|--|--|
| RL.5.   | <b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, ton or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).    |          |          |          |   |                      |  |   |             |              |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text</li> <li>Explain how specific aspects of visuals and multimedia elements contribute to meaning and what is conveyed through words.</li> </ul> |   |          |          |          |   |                      |  |   |             |              |  |  |  |
| -   | Kansas High School<br>Graduates Can:Adjust their reading to accommodate non-print formats (illustrations, graphs,<br>video, etc.) in addition to print formats, in order to understand content. |          |          |          |   |                      |  |   |             |              |  |  |  |
|   |   |          | R        | 21 4 7   | - |                      | RL.5.  | 7   | _           | RL.6.7       |  |  |  |
| Standard A  | Progression of<br>Standard Across<br>GradesMake connections<br>between the text of a<br>story or drama and a<br>visual or oral<br>presentation of the text,<br>                                 |          |          |          |   |                      | te how v<br>edia ele<br>oute to th<br>ng, tone<br>of a tex<br>c novel,<br>edia pre<br>on, folkta | npare and contrast<br>experience of<br>ding a story, drama,<br>oem to listening to<br>iewing an audio,<br>eo, or live version of<br>text, including<br>trasting what they<br>e" and "hear" when<br>ding the text to what<br>y perceive when<br>y listen or watch. |             |              |  |  |  |

| <u>K</u>                               | 1   | <u>2</u> | <u>3</u> |  | Gra | <u>6</u><br>ade 5<br>: Litera |  | <u>8</u> | <u>9-10</u>                  | <u>11-12</u>                      |
|--|---|----------|----------|--|-----|-------------------------------|--|----------|------------------------------|-----------------------------------|
| RL.5.8 (Not applicable for literature) |   |          |          |  |     |                               |  |          |                              |                                   |
| To addres                              | To address this standard, students <i>could</i> : |          |          |  |     |                               |  |          |                              |                                   |
| Kansas H<br>Gradua                     | igh Scho<br>tes Can:                              |          | •        |  | •   |                               |  |          | ormats (illus<br>o understar | strations, graphs,<br>nd content. |
|  |   |          |          |  |     |                               |  |          |                              |                                   |
| Standa                                 | ssion of<br>d Across<br>ades                      |          |          |  |     |                               |  |          |                              |                                   |

| K   | 1   | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u>  | <u>6</u>          | <u>7</u> | <u>8</u> | <u>9-10</u>                  | <u>11-12</u> |
|-----|-----|----------|----------|----------|-----------|-------------------|----------|----------|------------------------------|--------------|
|     |     |          |          | Re       |           | ade 5<br>: Litera | ature    |          |                              |              |
| RL. | 5.9 |          |          | and co   | ntrast st | tories in         | the san  |          | e (e.g., mys<br>ir themes ar |              |

| To address this standard, students <i>could</i> :   |   |   |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|
| <ul> <li>Identify the theme or topic in a story or stories.</li> <li>Compare and contrast stories having similar themes/topics.</li> <li>Compare and contrast stories in the same genre having similar themes/topics noting how the author approached the theme/topic.</li> </ul> |   |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:Analyze how two or more texts address similar themes or topics in order to<br>build knowledge or to compare the approaches the authors take.  |   |   |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |
|   | <u>RL.4.9</u>   | RL.5.9  | <u>RL.6.9</u>  |  |  |  |  |  |  |  |
|   | Compare and contrast<br>the treatment of similar<br>themes and topics | Compare and contrast<br>stories in the same<br>genre (e.g., mysteries | Compare and contrast<br>texts in different forms or<br>genres (e.g., stories and |  |  |  |  |  |  |  |
| Progression of<br>Standard Across   | (e.g., opposition of good and evil) and                               | and adventure stories)<br>on their approaches to                      | poems; historical novels<br>and fantasy stories) in                              |  |  |  |  |  |  |  |
| Grades  | patterns of events (e.g., the quest) in                               | similar themes and topics.  | terms of their approaches to similar   |  |  |  |  |  |  |  |
|   | stories, myths, and<br>traditional literature                         |   | themes and topics.   |  |  |  |  |  |  |  |

from different cultures.

| K   | <u>1</u>  | <u>2</u> | <u>3</u>               | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 5  | <u>7</u>  | <u>8</u>  | <u>9-10</u>               | <u>11-12</u>   |  |  |
|---|---|----------|------------------------|----------|-----------------|--|---|---|---------------------------|--|--|--|
| Reading: Literature   |   |          |                        |          |                 |  |   |   |                           |  |  |  |
| <b>RL.5.10</b> Use knowledge of language and its conventions when reading to compare a<br>contrast the varieties of English (e.g., dialects, registers) used in stories,<br>dramas, or poems. |   |          |                        |          |                 |  |   |   |                           |  |  |  |
| To address  | To address this standard, students <i>could</i> :   |          |                        |          |                 |  |   |   |                           |  |  |  |
| Create a  | Create a chart to compare words used in dialect with words used in standard formal English.   |          |                        |          |                 |  |   |   |                           |  |  |  |
| -   | Kansas High School<br>Graduates Can:Apply their knowledge of language and how it works to a variety of contexts<br>and situations (e.g., a job interview, formal and informal settings).  |          |                        |          |                 |  |   |   |                           |  |  |  |
|   |   |          |                        |          |                 |  |   |   |                           |  |  |  |
|   |   |          | <u>RL.4.10</u> RL.5.10 |          |                 |  |   |   |                           | <u>RL.6.10</u>   |  |  |
| Standard  | Progression of<br>trandard Across<br>Grades<br>Use knowledge of<br>language and its<br>conventions when<br>reading to differentiate<br>between contexts that<br>call for formal English<br>and situations where<br>informal discourse is<br>appropriate. (Click link<br>above for details.) |          |                        |          |                 | Use kno<br>languag<br>conven<br>reading<br>contras<br>English<br>register<br>dramas<br>details a | tions wh<br>to com<br>t the va<br>(e.g., d<br>s) used<br>, or poe | ts<br>pare an<br>rieties o<br>ialects,<br>in storie | d read<br>f com<br>litera | knowledge of<br>uage and its<br>rentions when<br>ing to aid<br>prehension of<br>try texts. |  |  |

|   | <u>K</u>   | <u>1</u>                                       | <u>2</u>  | <u>3</u>  | <u>4</u>                                       | <u>5</u><br>Gra  | <mark>6</mark><br>ade 5  | <u>7</u>  | <u>8</u>   | <u>9-10</u>  | <u>11-12</u>   |  |
|---|--|--|---|---|--|--|--|-----------|--|--|----------------|--|
|   | Reading: Literature  |  |   |   |  |  |  |           |  |  |                |  |
|   | RL.5.11Determine or clarify the meaning of unknown and multiple-meaning words and<br>phrases based on Grade 5 reading and content, choosing flexibly from a range<br>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<br>clues to the meaning of a word.<br>c. Consult reference materials, both print and digital, to find the<br> |  |   |   |  |  |  |           |  |  |                |  |
| To add                                      | dress  | this sta                                       | ndard   | , stude   | nts cou  | ıld:   |  |           |  |  |                |  |
| with<br>• Par<br>up,<br><b>Kansa</b>        | <ul> <li>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.</li> <li>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.</li> <li>Kansas High School Graduates Can:</li> </ul>    |  |   |   |  |  |  |           |  |  |                |  |
|   |  |  |   |   |  |  |  |           |  |  |                |  |
|   |  |  |   | <u>R</u>  | L.4.11   | _  |  | RL.5.1    | 1  |  | <u>RL.6.11</u> |  |
| Progression of<br>Standard Across<br>Grades |  | me<br>an<br>wo<br>ba<br>rea<br>ch<br>rai<br>(C | eaning of<br>d multip<br>ords and<br>sed on<br>ading al<br>oosing<br>nge of s | e or clari<br>of unkno<br>ole-mean<br>d phrase<br><i>Grade 4</i><br><i>nd conte</i><br>flexibly f<br>strategie<br>above f | own<br>ning<br>es<br>4<br>ent,<br>from a<br>s. | meanin<br>multiple<br>and ph<br>Grade<br>content<br>from a<br>strategi | g of unk<br>e-meanin<br>rases ba<br>5 readin<br>, choosi<br>range of | ng flexib | nd mea<br>s and<br>wor<br>bas<br>oly read<br>cho<br>rang | ermine or clarify the<br>aning of unknown<br>multiple-meaning<br>ds and phrases<br>ed on Grade 6<br>ding and content,<br>osing flexibly from a<br>ge of strategies.<br>ck link above for<br>ails.) |                |  |

| <u>K</u>                   | <u>1</u>   | <u>2</u> <u>3</u> |  | 56<br>Grade 5   | <u>7</u>   | <u>8</u>  | <u>9-10</u> | <u>11-12</u>  |  |  |  |  |
|----------------------------|--|-------------------|--|---|--|-----------|-------------|---|--|--|--|--|
|                            | Reading: Literature  |                   |  |   |  |           |             |   |  |  |  |  |
| RL.                        | 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                 | s this stan  | dard, stude       | nts <i>could</i> :   |   |  |           |             |   |  |  |  |  |
|                            | • 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 Hi<br>Graduat       |  | Understa          | nd word me   | anings, and   | nuance   | s in worc | l meaning   | gs when reading.  |  |  |  |  |
|                            |  |                   |  |   |  |           |             |   |  |  |  |  |
|                            |  | <u>R</u>          | L.4.12   |   | RL.5.12  | 2         |             | <u>RL.6.12</u>  |  |  |  |  |
| Progres<br>Standarc<br>Gra | Across   | word relation     | nding of<br>language,<br>tionships, ar<br>n word<br>t. (Click link | underst<br>figuration<br>relation<br>nuance<br>meanin | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (See details<br>above.) |           |             | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |  |  |  |  |

| <u>K</u>                                    | <u>1</u>  | <u>2</u> | <u>3</u>  | <u>4</u>                              | Gra                   | 6<br>ade 5   |       | <u>8</u> | <u>9-10</u>   | <u>11-12</u>   |  |  |
|---|---|----------|---|---------------------------------------|-----------------------|--|-------|----------|---------------|--|--|--|
|   | Reading: Literature   |          |   |                                       |                       |  |       |          |               |  |  |  |
| RL.   | <b>RL.5.13</b> Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.        |          |   |                                       |                       |  |       |          |               |  |  |  |
|   | <ul> <li>To address this standard, students could:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |          |   |                                       |                       |  |       |          |               |  |  |  |
|   | Kansas High School<br>Graduates Can:  |          |   |                                       |                       |  |       |          |               |  |  |  |
|   |   |          |   |                                       |                       |  |       |          |               |  |  |  |
|   |   |          | <u>R</u>  | L.4.13                                |                       |  | RL.5. | 13       |               | <u>RL.6.13</u>   |  |  |
| Progression of<br>Standard Across<br>Grades |   |          | ead and<br>igh qualit<br>rose and<br>ppropriat<br>nd qualita<br>omplexity | ty dram<br>poetry<br>te quan<br>ative | as,<br>of<br>titative | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 5. |       |          | ve app<br>and | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 6. |  |  |

#### <u>7</u> <u>4</u> 6 5

Grade 5

<u>8</u>

<u>9-10</u>

<u>11-12</u>

### **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*:

<u>2</u>

<u>3</u>

<u>1</u>

K

- 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. ٠

| Kansas High School<br>Graduates Can:        | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |   |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|
|   |   | -   |  |  |  |  |  |  |  |  |
|   | <u>RI.4.1</u>   | RI.5.1  | <u>RI.6.1</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Refer to details and<br>examples in a text<br>when explaining what<br>the text says explicitly<br>and when drawing<br>inferences from the<br>text.  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite textual evidence to<br>support analysis of<br>what the text says<br>explicitly as well<br>as inferences drawn<br>from the text. |  |  |  |  |  |  |  |

Grade 5 Reading: Informational

are

| RI.5.2 | Determine two or more main ideas of a text and explain how they a |
|--------|---|
| RI.J.Z | 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<br>Graduates Can:        | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
|   |  |  |  |  |  |  |  |  |  |  |
|   | <u>RI.4.2</u>  | RI.5.2   | <u>RI.6.2</u>  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | Determine the main<br>idea of a text and<br>explain how it is<br>supported by key<br>details; summarize the<br>text.       | Determine two or more<br>main ideas of a text and<br>explain how they are<br>supported by<br>key details; summarize<br>the text. | Determine a central<br>idea of a text and how it<br>is conveyed through<br>particular details;<br>provide a summary of<br>the text distinct from<br>personal opinions or<br>judgments. |  |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u>                    | <u>3</u>   |   | Gra                            | ade 5   | <u>7</u>   |   | <u>9-10</u>  | <u>11-12</u>  |  |
|---|---|-----------------------------|--|---|--------------------------------|---|--|---|--|---|--|
|   | 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. |                             |  |   |                                |   |  |   |  |   |  |
| <ul> <li>To address this standard, students could:</li> <li>Understand the differences and structures associated with historical, scientific, and technical texts.</li> <li>Identify key ideas and details that explain connections found in the text.</li> <li>Describe and explain the connection between two or more individuals in text.</li> <li>Describe and explain the connection between a series of events, ideas or concepts in a text.</li> <li>Identify and use time, sequence, and cause/effect cue words when explaining connected relationships.</li> </ul> |   |                             |  |   |                                |   |  |   |  |   |  |
| Kansas Hig<br>Graduate  |   |                             | Extract meaning and purpose from informational text by analyzing its structure and organization. |   |                                |   |  |   |  |   |  |
|   |   |                             |  |   |                                |   |  |   |  |   |  |
|   |   |                             | F  | <u>RI.4.3</u>   |                                |   | RI.5.3   | 3   |  | <u>RI.6.3</u>   |  |
| Progression of<br>Standard Across<br>Grades   |   | p<br>c<br>s<br>te<br>h<br>b | xplain ev<br>rocedure<br>oncepts i<br>cientific, o<br>ext, includ<br>appened<br>ased on s        | s, ideas<br>n a hist<br>or techr<br>ding wh<br>and wh<br>specific | torical,<br>nical<br>at<br>ny, | or inte<br>two or<br>events<br>concep<br>scienti<br>text ba | n the rel<br>ractions<br>more in<br>, ideas,<br>ots in a<br>fic, or te<br>sed on<br>ation in | betwee<br>dividua<br>or<br>historica<br>chnical<br>specific | en key i<br>Is, idea<br>illust<br>al, elab<br>(e.g.<br>c or ar | yze in detail how a<br>individual, event, or<br>is introduced,<br>trated, and<br>orated in a text<br>, through examples<br>necdotes). |  |

| <u>K</u>  | <u>1</u>  | <u>2</u>                  | <u>3</u>   | <u>4</u>   |                        | <u>6</u><br>ade 5                   | <u>7</u>  | <u>8</u>                                | <u>9-10</u>              | <u>11-12</u>  |  |
|---|---|---------------------------|--|--|------------------------|-------------------------------------|---|---|--------------------------|---|--|
| Reading: Informational  |   |                           |  |  |                        |                                     |   |   |                          |   |  |
| RI.   | <b>RI.5.4</b> 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  | To address this standard, students <i>could</i> :   |                           |  |  |                        |                                     |   |   |                          |   |  |
| Use con   | <ul> <li>Define academic words and phrases (e.g., consequently, as a result of).</li> <li>Use context clues, text features, reference materials, and technology to determine meaning of words and phrases.</li> </ul> |                           |  |  |                        |                                     |   |   |                          |   |  |
| Kansas High School<br>Graduates Can:Recognize the ways in which the author's word choice and use of figure<br>language deliberately influences meaning, tone, or mood within the con<br>the text. |   |                           |  |  |                        |                                     |   |   |                          |   |  |
|   |   |                           |  |  |                        |                                     |   |   |                          |   |  |
|   |   |                           | E  | RI.4.4   |                        |                                     | RI.5.   | 4                                       |                          | <u>RI.6.4</u>   |  |
| Progres<br>Standarc<br>Gra  | Across  | of g<br>and<br>wo<br>a te | genera<br>d doma<br>rds or p<br>ext rele<br>ade 4 to | e the me<br>l acader<br>in-spec<br>ohrases<br>vant to<br>opic or s | nic<br>ific<br>in<br>a | of gen<br>and do<br>words<br>a text | nine the<br>eral aca<br>omain-s<br>and ph<br>relevan<br>5 topic | ademic<br>pecific<br>rases ir<br>t to a | of v<br>as<br>tex<br>cor | termine the meaning<br>words and phrases<br>they are used in a<br>t, including figurative,<br>notative, and<br>hnical meanings. |  |

| <u>K</u> <u>1</u>   | $\underline{2}$ $\underline{3}$ $\underline{4}$ $\underline{5}$  | <u>6 7 8</u><br>ade 5   | <u>9-10</u> <u>11-12</u>  |  |  |  |  |  |  |  |  |
|---|--|---|---|--|--|--|--|--|--|--|--|
| Reading: Informational  |  |   |   |  |  |  |  |  |  |  |  |
| RI.5.5  | <b>RI.5.5</b> 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 star  | idard, students could:   |   |   |  |  |  |  |  |  |  |  |
| <ul> <li>Compare and contrast structures across multiple informational texts.</li> <li>Use an understanding of text structures to build meaning from information related to events, ideas, and concepts.</li> </ul> |  |   |   |  |  |  |  |  |  |  |  |
| Kansas High Schoo<br>Graduates Can:   | Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning. |   |   |  |  |  |  |  |  |  |  |
|   |  |   |   |  |  |  |  |  |  |  |  |
|   | <u>RI.4.5</u>  | RI.5.5  | <u>RI.6.5</u>   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Describe the overall<br>structure (e.g.,<br>chronology,<br>comparison,<br>cause/effect, problem/<br>solution) of events,<br>ideas, concepts, or<br>information in a text or<br>part of a text.       | Compare and contrast<br>the overall structure<br>(e.g., chronology,<br>comparison,<br>cause/effect, problem/<br>solution) of events,<br>ideas, concepts, or<br>information in two or<br>more texts. | Analyze how a<br>particular sentence,<br>paragraph, chapter, or<br>section fits into the<br>overall structure of a<br>text and contributes to<br>the development of the<br>ideas. |  |  |  |  |  |  |  |  |

| K | <u> </u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u><br>Gra | <u>6</u><br>ade 5 | <u>7</u> | <u>8</u> | <u>9-10</u>   | <u>11-12</u> |  |
|---|----------|----------|----------|----------|----------|-----------------|-------------------|----------|----------|---------------|--------------|--|
|   |          |          |          |          | Read     | ding: I         | nforma            | ationa   | I        |               |              |  |
|   | RI.5.6   | 6        |          |          |          |                 |                   |          |          | topic, noting | 0 1          |  |

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<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
|   | DL4.C  | DI 5 C   | DLC C  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades | RI.4.6<br>Compare and contrast<br>a firsthand and<br>secondhand account of<br>the same event or<br>topic; describe the<br>differences in focus and<br>the information<br>provided. | RI.5.6<br>Analyze multiple<br>accounts of the same<br>event or topic, noting<br>important similarities<br>and differences in the<br>point of view they<br>represent. | RI.6.6<br>Determine an author's<br>point of view or purpose<br>in a text and explain<br>how it is conveyed in<br>the text. |  |  |  |  |  |  |  |

| K   | <u>1</u>  | <u>2</u> | <u>3</u>  | <u>4</u><br>Readi  | ••••                                       | <u>6</u><br>de 5<br>forma                       | 7<br>tional   |                                   | <u>9-</u> 1    | <u>10</u>                                    | <u>11-12</u>   |  |  |
|---|---|----------|---|--|--|---|---|-----------------------------------|----------------|--|--|--|--|
| RI.5  | 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: |          |   |  |  |   |   |                                   |                |  |  |  |  |
| To address this standard, students <i>could</i> :   |   |          |   |  |  |   |   |                                   |                |  |  |  |  |
| <ul> <li>Use text features thoughtfully to locate information or to solve a problem.</li> <li>Recognize the sources which contain information related to proposed questions/problems.</li> <li>Utilize/integrate information across multiple sources and multiple formats to answer questions or to solve a problem.</li> </ul> |   |          |   |  |  |   |   |                                   |                |  |  |  |  |
| Kansas High School<br>Graduates Can:       Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.   |   |          |   |  |  |   |   |                                   |                |  |  |  |  |
|   |   |          |   |  |  |   |   |                                   |                |  |  |  |  |
|   |   |          |   | <u>RI.4.7</u>  |  |   | RI.5  | .7                                |                |  | <u>RI.6.7</u>  |  |  |
| Progres<br>Standard<br>Grac   | Across  |          | Interpret i<br>presented<br>orally, or o<br>(e.g., in cl<br>graphs, d<br>lines, anir<br>interactive<br>Web page<br>how the ir<br>contribute<br>understar<br>in which it | d visually,<br>quantitativ<br>harts,<br>iagrams,<br>mations, c<br>e element<br>es) and ex<br>nformation<br>es to an<br>nding of th | vely<br>time<br>or<br>ss on<br>xplain<br>n | from n<br>digital<br>demor<br>to loca<br>questi | nultiple<br>source<br>istratin<br>ite an a<br>on quic<br>a proble | g the at<br>answer t<br>kly or to | oility<br>to a | preser<br>media<br>visual<br>as we<br>develo | ate information<br>nted in different<br>or formats (e.g.,<br>ly, quantitatively)<br>Il as in words to<br>op a coherent<br>standing of a topic<br>ue. |  |  |

| <u>K</u>   | <u>1</u>   | <u>2</u> | <u>3</u>  | <u>4</u>            |          | 6<br>ade 5  | <u>Z</u>                                    | <u>8</u>                                       | <u>9-10</u>                              | <u>11-12</u>  |  |  |  |
|--|--|----------|---|---------------------|----------|---|---|--|--|---|--|--|--|
| 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). |          |   |                     |          |   |   |  |  |   |  |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Identify reasons and evidence an author uses to strengthen an argument or idea in a text.</li> <li>Follow/Explain how an author's reasoning and evidence (justifications) support points.</li> <li>Match justifications to the point(s) they support.</li> </ul> |  |          |   |                     |          |   |   |  |  |   |  |  |  |
| Kansas<br>Gradu  | High So<br>ates Ca   |          | Follow th<br>evidence                                   |                     |          | gument l  | based o                                     | on the v                                       | alidity of t                             | he claim and  |  |  |  |
| Standa   | ession<br>ard Acro<br>rades  |          | Explain h<br>uses rea<br>evidence<br>particula<br>text. | sons ane<br>to supp | d<br>ort | Explair<br>uses re<br>evident<br>particu<br>text, idu<br>reason<br>suppor | ce to su<br>lar poin<br>entifyin<br>s and e | n authc<br>and<br>ipport<br>ts in a<br>g which | argu<br>clain<br>disti<br>that<br>e reas | RI.6.8<br>ce and evaluate the<br>ument and specific<br>ms in a text,<br>inguishing claims<br>are supported by<br>sons and evidence<br>n claims that are |  |  |  |

| <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> |
|----------|----------|----------|----------|
|          | Gra      | ade 5    |          |

<u>K 1 2 3</u>

<u>8 9-10 11-12</u>

# 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 <i>could</i> :   |   |   |   |  |  |  |  |  |  |  |  |
| <ul> <li>Identify/recognize topical information across texts.</li> <li>Use language effectively to integrate topical information across texts.</li> <li>Compare and contrast texts in order to combine information.</li> <li>Combine information from several texts, in a coherent manner, when writing or speaking about a topic.</li> </ul> |   |   |   |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:       Analyze how two or more texts address similar themes or topics in order to<br>build knowledge or to compare the approaches the authors take.   |   |   |   |  |  |  |  |  |  |  |  |
|   | <u>RI.4.9</u>   | RI.5.9  | <u>RI.6.9</u>   |  |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Integrate information<br>from two texts on the<br>same topic in order to<br>write or speak about<br>the subject<br>knowledgeably. | Integrate information<br>from several texts on<br>the same topic in order<br>to write or speak about<br>the subject<br>knowledgeably. | Compare and contrast<br>one author's<br>presentation of events<br>with that of another<br>(e.g., a memoir written<br>by and a biography on<br>the same person). |  |  |  |  |  |  |  |  |

| K  | <u>1</u> | <u>2</u>                                  | <u>3</u>   | <u>4</u>  | <u>5</u><br>Gra              | <mark>6</mark><br>ade 5 | <u>7</u>   | <u>8</u>  | <u>9-10</u>         | <u>11-12</u>  |  |  |  |
|--|----------|---|--|---|------------------------------|-------------------------|--|---|---------------------|---|--|--|--|
| Reading: Informational   |          |   |  |   |                              |                         |  |   |                     |   |  |  |  |
| <b>RI.5.10</b> 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 <i>could</i> :  |          |   |  |   |                              |                         |  |   |                     |   |  |  |  |
| <ul> <li>Compare and contrast the language and conventions used in an instruction manual with the<br/>language and conventions used in a piece of informational text.</li> </ul>         |          |   |  |   |                              |                         |  |   |                     |   |  |  |  |
| Kansas High School<br>Graduates Can:Apply their knowledge of language and how it works to a variety of contexts<br>and situations (e.g., a job interview, formal and informal settings). |          |   |  |   |                              |                         |  |   |                     |   |  |  |  |
|  |          | -   | RI   | 1.4.10  | -                            |                         | RI.5.1   | 0   | _                   | RI.6.10   |  |  |  |
| Progress<br>Standard<br>Grad   | Across   | lar<br>co<br>rea<br>be<br>ca<br>an<br>inf | se knowle<br>nguage a<br>prvention<br>ading to<br>atween co<br>all for forr<br>nd situation<br>formal dis<br>propriate | edge of<br>and its<br>is when<br>differen<br>ontexts<br>mal Eng<br>ons whe<br>scourse | tiate<br>that<br>lish<br>ere | contras                 | owledg<br>ge and<br>tions w<br>g to com<br>to the va<br>(e.g., c<br>rs) usec | e of<br>its<br>hen<br>ppare ar<br>arieties o<br>dialects,<br>d in | nd to in<br>of info | knowledge of<br>guage and its<br>ventions when reading<br>nprove<br>prehension of<br>rmational texts. |  |  |  |

| <u>K 1</u>  | 2 <u>345</u><br>Gra   | <u>6</u> <u>7</u><br>ade 5   | <u>8</u> 9   | <u>-10</u>   | <u>11-12</u>  |  |  |  |  |  |  |  |
|---|---|--|--|--|---|--|--|--|--|--|--|--|
| Reading: Informational  |   |  |  |  |   |  |  |  |  |  |  |  |
| <ul> <li>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.         <ul> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and 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 and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul> |   |  |  |  |   |  |  |  |  |  |  |  |
| To address this standard, students <i>could</i> :   |   |  |  |  |   |  |  |  |  |  |  |  |
| <ul> <li>Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to<br/>find the meanings of any words the group does not know.</li> </ul>  |   |  |  |  |   |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Understand vocabulary a<br>building knowledge of ne<br>determining meanings of  | w words, as well   | as employ  |  |   |  |  |  |  |  |  |  |
|   |   |  |  |  |   |  |  |  |  |  |  |  |
|   | <u>RI.4.11</u>  | RI.5.1   | 1  | <u> </u>   | RI. <u>6.11</u>   |  |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 4<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) | Determine or cl<br>meaning of unk<br>and multiple-me<br>words and phra<br>based on Grade<br>reading and con<br>choosing flexibl<br>range of strateg<br>(See details ab | nown<br>eaning<br>ises<br>e 5<br>ntent,<br>y from a<br>gies. | meaning<br>and mult<br>words an<br>based or<br>reading a<br>choosing<br>range of | ne or clarify the<br>of unknown<br>iple-meaning<br>nd phrases<br>n Grade 6<br>and content,<br>n flexibly from a<br>strategies.<br>k above for |  |  |  |  |  |  |  |

| <u>K</u>  | 1 2   | <u>2</u> <u>3</u>   |                  | <u>6</u>  | <u>7</u>   | <u>8</u>  | <u>9-10</u> | <u>11-12</u>    |  |  |  |  |  |
|---|---|---|------------------|-----------|------------|-----------|-------------|-----------------|--|--|--|--|--|
|   |   |   | -                | rade 5    |            |           |             |                 |  |  |  |  |  |
| Reading: Informational           Demonstrate understanding of figurative language, word relationships, and              |   |   |                  |           |            |           |             |                 |  |  |  |  |  |
|   |   |   | n word meanir    |           | lialive la | nguage,   | word rela   | alionships, and |  |  |  |  |  |
|   |   |   | erpret figurativ |           | e. includi | na simile | es and me   | etaphors. in    |  |  |  |  |  |
| RI 5 12 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 <i>could</i> :   |   |   |                  |           |            |           |             |                 |  |  |  |  |  |
| <ul> <li>Make an educated guess about the meaning of an adage or proverb found in a primary source document.</li> </ul> |   |   |                  |           |            |           |             |                 |  |  |  |  |  |
| Kansas High<br>Graduates  |   | Understar   | id word mean     | ings, and | nuances    | in word   | meaning     | s when reading. |  |  |  |  |  |
|   |   |   |                  |           |            |           |             |                 |  |  |  |  |  |
|   |   | <u>R</u>  | <u>I.4.12</u>    |           | RI.5.12    |           |             | <u>RI.6.12</u>  |  |  |  |  |  |
| Progressio<br>Standard A<br>Grades  | unders<br>figurat<br>word r<br>nuanc<br>meani | nstrate<br>standing of<br>ive language,<br>elationships, and<br>es in word<br>ngs. (Click link<br>for details.) |                  |           |            |           |             |                 |  |  |  |  |  |

| K   | <u>1</u>   | <u>2</u>          | <u>3</u>  | _                                | Gr               | <u>6</u><br>ade 5<br>Informa           |  |          | <u>9-1</u>     | 0 | <u>11-12</u>   |            |
|---|--|-------------------|---|----------------------------------|------------------|--|--|----------|----------------|---|--|------------|
| RI  | <b>RI.5.13</b> Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5. |                   |   |                                  |                  |  |  |          |                |   |  |            |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |                   |   |                                  |                  |  |  |          |                |   |  |            |
|   | ligh Schoo<br>ites Can:  | ol I              | nterpret m  | neaninę                          | g from a         | a variety o                            | of infor   | mational | l texts.       |   |  |            |
|   |  |                   |   |                                  |                  |  |  |          |                |   |  |            |
|   |  |                   | <u>RI</u>   |                                  | RI.5.′           | 13                                     |  |          | <u>RI.6.13</u> |   |  |            |
| Standa  | ession of<br>d Across<br>ades  | h<br>ii<br>a<br>a | Read and<br>high quality<br>of ormation<br>appropriate<br>and quality<br>complexity | y<br>nal text<br>e quan<br>ative | t of<br>titative | high qu<br>informa<br>approp<br>and qu | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 5. |          |                |   | and comprehe<br>uality<br>ational text of<br>priate quantita<br>ualitative<br>exity for Grad | f<br>ative |

# <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9-10</u> <u>11-12</u> 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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                       | <u>W.6.1</u><br><u>W.6.4</u><br><u>W.6.7</u><br><u>W.6.10</u><br><u>W.6.12</u>      | <u>W.6.2</u><br><u>W.6.5</u><br><u>W.6.8</u><br><u>W.6.11</u>     | <u>W.6.3</u><br><u>W.6.6</u><br><u>W.6.9</u>                      |
|--|---|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening  | <u>SL.6.1</u><br><u>SL.6.4</u><br><u>SL.6.7</u>                                     | <u>SL.6.2</u><br><u>SL.6.5</u><br><u>SL.6.8</u>                   | <u>SL.6.3</u><br><u>SL.6.6</u>                                    |
| Reading: Literature<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text       | RL.6.1<br>RL.6.4<br>RL.6.7<br>RL.6.10<br>RL.6.13                                    | RL.6.2<br>RL.6.5<br>RL.6.8<br>RL.6.11                             | <u>RL.6.3</u><br><u>RL.6.6</u><br><u>RL.6.9</u><br><u>RL.6.12</u> |
| Reading: Informational<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.6.1</u><br><u>RI.6.4</u><br><u>RI.6.7</u><br><u>RI.6.10</u><br><u>RI.6.13</u> | <u>RI.6.2</u><br><u>RI.6.5</u><br><u>RI.6.8</u><br><u>RI.6.11</u> | <u>RI.6.3</u><br><u>RI.6.6</u><br><u>RI.6.9</u><br><u>RI.6.12</u> |

#### Text Types and Purposes

1

K

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

3

- 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.

7

8

9-10

11-12

- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.

2

e. Provide a concluding statement or section that follows from the argument presented.

4

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.

Grade 6 Writing

- 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.
  - 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.

<u>5</u> <u>6</u>

<u>9-10</u> <u>11-12</u>

8

7

### Grade 6 Speaking and Listening

#### **Comprehension and Collaboration**

1

2

3

Κ

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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

|  | vvri   | ting   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  | Write arguments to suppo   | ort claims with clear reason   | s and relevant evidence.   |  |  |  |  |  |  |
| <ul> <li>W.6.1</li> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul> |  |  |  |  |  |  |  |  |  |
| To address this stand  | ard, students could:   |  |  |  |  |  |  |  |  |
| Identify a credible so   |  |  |  |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning and argument.  | relevant and sufficient evide  | ence to support a written  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | <u>W.5.1</u>   | W.6.1  | <u>W.7.1</u>   |  |  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write opinion pieces on<br>topics or texts,<br>supporting a point of<br>view with reasons and<br>information. (Click link<br>above for details.) | Write arguments to<br>support claims with clear<br>reasons and relevant<br>evidence. (See details<br>above.) | Write arguments to<br>support claims with<br>clear reasons and<br>relevant evidence.<br>(Click link above for<br>details.) |  |  |  |  |  |  |

<u>K 1</u>

<u>2</u> <u>3</u> <u>4</u> <u>5</u>

<u>6 7 8 9-10 11-12</u>

# Grade 6

|  | •                            | natory texts to examine a t<br>on through the selection, c<br>itent. | •            |  |  |  |  |  |  |
|--|------------------------------|--|--------------|--|--|--|--|--|--|
| <ul> <li>W.6.2</li> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> |                              |  |              |  |  |  |  |  |  |
| To address this stand  | ard, students <i>could</i> : |  |              |  |  |  |  |  |  |
| Introduce and devel  |                              | organizational structures.<br>examination of a topic.                |              |  |  |  |  |  |  |
| Kansas High School<br>Graduates Can:Create coherent, well-organized explanatory texts to convey complex<br>ideas about a variety of topics.  |                              |  |              |  |  |  |  |  |  |
| Graduates Can:   | ,                            | topics.  |              |  |  |  |  |  |  |
| Graduates Can:   |                              |  |              |  |  |  |  |  |  |
| Graduates Can:   | <u>W.5.2</u>                 | W.6.2  | <u>W.7.2</u> |  |  |  |  |  |  |

|  | <u>K</u>           | <u>1</u>                            | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u>            | <u>7</u> | <u>8</u> | <u>9-10</u>  | <u>11-12</u> |  |  |  |
|--|--------------------|-------------------------------------|----------|----------|----------|----------|---------------------|----------|----------|--|--------------|--|--|--|
|  | Grade 6<br>Writing |                                     |          |          |          |          |                     |          |          |  |              |  |  |  |
| Write narratives to develop real or imagined experiences or events<br>using effective technique, relevant descriptive details, and well-<br>structured event sequences.a. Engage and orient the reader by establishing a context and   |                    |                                     |          |          |          |          |                     |          |          | well-  |              |  |  |  |
| <ul> <li>W.6.3</li> <li>W.6.3</li> <li>W.6.3</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> |                    |                                     |          |          |          |          |                     |          |          | and<br>characters.<br>ses to<br>ame or<br>e details, and<br>s. |              |  |  |  |
| To ad  | dress              | this stan                           | dard     | d, stude | nts cou  | ıld:     |                     |          |          |  |              |  |  |  |
| • Or   | ganize             | ative tech<br>a narrati<br>conclusi | ve us    | sing app | ropriate | transiti | onal lang           | guage.   |          | tory.  |              |  |  |  |
|  |                    | h Schoo<br>s Can:                   |          |          |          |          | quenced<br>ers, and |          | -        | ned narrativ   | e texts with |  |  |  |
|  |                    |                                     |          |          |          |          |                     |          |          |  |              |  |  |  |
|  |                    |                                     |          | W        | .5.3     |          | W                   | .6.3     |          | M  | <u>/.7.3</u> |  |  |  |
|  |                    | ion of<br>Across<br>es              |          |          |          |          |                     |          |          |  |              |  |  |  |

**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<br>Graduates Can:        | Create texts appropriate for specific purposes, audiences, and tasks.  |  |   |  |
|---|--|--|---|--|
|   |  |  |   |  |
| Progression of<br>Standard Across<br>Grades | W.5.4<br>Produce clear and<br>coherent writing in<br>which the<br>development and<br>organization are<br>appropriate to task,<br>purpose, and<br>audience. | W.6.4<br>Produce clear and<br>coherent writing in<br>which the development,<br>organization, and style<br>are appropriate to task,<br>purpose, and audience. | W.7.4<br>Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to task,<br>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.              |   |   |  |
|---|--|---|---|--|
| To address this standar                     |  | <i>r r</i>  |   |  |
| Utilize the 6 I rait Writ                   | ing Process to compose and   | refine a piece of writing.  |   |  |
| Kansas High School<br>Graduates Can:        | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.  |   |   |  |
|   |  |   |   |  |
|   | <u>W.5.5</u>   | W.6.5   | <u>W.7.5</u>  |  |
| Progression of<br>Standard Across<br>Grades | With guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach. | With some guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach. | With some guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach,<br>focusing on how well<br>purpose and audience<br>have been addressed. |  |

| 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.   |  |   |  |
|--|---|--|---|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Independently determine the proper technology tool(s) to successfully produce and publish writing.</li> </ul> |   |  |   |  |
| Kansas High School<br>Graduates Can:   | Effectively use a variety of digital tools to produce original works both independently and collaboratively.  |  |   |  |
|  |   |  |   |  |
|  | <u>W.5.6</u>  | W.6.6  | <u>W.7.6</u>  |  |
| Progression of<br>Standard Across<br>Grades  | With some guidance and<br>support from adults, use<br>technology, including the<br>Internet, to produce and<br>publish writing as well as<br>to interact and collaborate<br>with others; demonstrate<br>sufficient command of<br>keyboarding skills to type<br>a minimum of two pages<br>in a single sitting. | Use technology, including<br>the Internet, to produce<br>and publish writing as well<br>as to interact and<br>collaborate with others;<br>demonstrate sufficient<br>command of keyboarding<br>skills to type a minimum of<br>three pages in a single<br>sitting. | Use technology, including<br>the Internet, to produce<br>and publish writing and<br>link to and cite sources as<br>well as to interact and<br>collaborate with others,<br>including linking to and<br>citing sources. |  |

|   |  | ling  |  |  |
|---|--|---|--|--|
| W.6.7   | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                              |   |  |  |
| To address this standar   | d, students <i>could</i> :   |   |  |  |
| <ul> <li>Conduct research from multiple sources.</li> <li>Participate in shared writing.</li> <li>Work collaboratively with peers.</li> </ul>                           |  |   |  |  |
| Kansas High School<br>Graduates Can:Engage in an inquiry process to build an understanding of a range of topics,<br>and create meaningful work based on their learning. |  |   |  |  |
|   |  |   |  |  |
| Progression of<br>Standard Across<br>Grades   | W.5.7<br>Conduct short research<br>projects that use several<br>sources to build<br>knowledge through<br>investigation of different<br>aspects of a topic. | W.6.7<br>Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>refocusing the inquiry<br>when appropriate. | W.7.7<br>Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>generating additional<br>related, focused<br>questions for further<br>research and<br>investigation. |  |

| 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 standar                     | d, students <i>could</i> :  |   |  |  |
| Quote or paraphrase                         | nd determine the credibility of<br>information while properly cro<br>raphy for works cited page to  | editing sources.  |  |  |
| Kansas High School<br>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.   |   |  |  |
|   |   |   |  |  |
|   | <u>W.5.8</u>  | W.6.8   | <u>W.7.8</u>   |  |
| Progression of<br>Standard Across<br>Grades | Recall relevant<br>information from<br>experiences or gather<br>relevant information from<br>print and digital sources;<br>summarize or paraphrase<br>information in notes and<br>finished work, and<br>provide a list of sources.                          | Gather relevant<br>information from multiple<br>print and digital sources;<br>assess the credibility of<br>each source; and quote or<br>paraphrase the data and<br>conclusions of others<br>while avoiding plagiarism<br>and providing basic<br>bibliographic information<br>for sources. | Gather relevant<br>information from multiple<br>print and digital sources,<br>using search terms<br>effectively; assess the<br>credibility and accuracy of<br>each source; and quote<br>or paraphrase the data<br>and conclusions of others<br>while avoiding plagiarism<br>and following a standard<br>format for citation. |  |

|   |   | lung   |  |  |
|---|---|--|--|--|
|   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |  |  |  |
| W.6.9                                       | <ul> <li>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").</li> <li>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").</li> </ul> |  |  |  |
| To address this standar                     | d, students could:  |  |  |  |
| Determine the best te                       | xtual evidence to support an  | assertion.   |  |  |
| Kansas High School<br>Graduates Can:        | Locate and use supportiv to strengthen original wor   | e and relevant evidence fr<br>ks.  | om a range of text types   |  |
|   |   |  |  |  |
|   | <u>W.5.9</u>  | W.6.9  | <u>W.7.9</u>   |  |
| Progression of<br>Standard Across<br>Grades | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research.  | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research. | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research. |  |

| whiting  |   |   |   |  |  |
|--|---|---|---|--|--|
| W.6.10   | <ul> <li>Demonstrate command of and use knowledge of the conventions of standard<br/>English grammar and usage when writing.</li> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>c. Use intensive pronouns (e.g., myself, ourselves).</li> <li>d. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>e. Recognize and correct vague pronouns.</li> <li>f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.</li> <li>g. Maintain consistency in style and tone.</li> </ul> |   |   |  |  |
| To address this standa   | d. students <i>could</i> :  |   |   |  |  |
| <ul> <li>Identify and describe specific purpose.</li> <li>Kansas High School Graduates Can:</li> </ul> | Specific purpose.   |   |   |  |  |
|  | I   |   |   |  |  |
|  | <u>W.5.10</u>   | W.6.10  | <u>W.7.10</u>   |  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command of<br>and use knowledge of the<br>conventions of standard<br>English grammar and<br>usage when writing. (Click<br>link above for details.)  | Demonstrate command of<br>and use knowledge of the<br>conventions of standard<br>English grammar and<br>usage when writing. (See<br>details above.) | Demonstrate command of<br>the conventions of<br>standard English<br>grammar and usage when<br>writing. (Click link above<br>for details.) |  |  |

# Grade 6

# Writing

|  |   | ling  |   |  |
|--|---|---|---|--|
| W.6.11   | <ul> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul> |   |   |  |
| To address this stand  |   |   |   |  |
| <ul> <li>To address this standard, students could:</li> <li>Identify within their own writing an appropriate and effective use of the dash, and work to insert it in ways that will impact meaning.</li> </ul> |   |   |   |  |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.   |   |   |  |
|  |   |   |   |  |
|  | <u>W.5.11</u>   | W.6.11  | <u>W.7.11</u>   |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) |  |

|  | •••  | ning   |  |  |
|--|--|--|--|--|
| 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 stand  | ard, students <i>could</i> :   |  |  |  |
| <ul> <li>Produce varied type<br/>and/or task assigned</li> </ul> | <b>v v</b>   | sed on an understanding c  | of the discipline, purpose   |  |
| Kansas High School<br>Graduates Can:                             | Write routinely over varied time frames for a range of tasks, purposes, and audiences.   |  |  |  |
|  |  |  |  |  |
|  | <u>W.5.12</u>  | W.6.12   | <u>W.7.12</u>  |  |
| Progression of<br>Standard Across<br>Grades                      | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. |  |

# Grade 6 Speaking and Listening

| SL.6.1                                      | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> |   |   |  |
|---|--|---|---|--|
| To address this standar                     | d, students <i>could</i> :   |   |   |  |
| Participate in an acad                      | oles necessary for academ<br>emic conversation by posir<br>ey ideas presented and bui  | ng and responding to relevar  | nt questions.   |  |
| Kansas High School<br>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.   |   |   |  |
|   |  |   |   |  |
|   | <u>SL.5.1</u>  | SL.6.1  | <u>SL.7.1</u>   |  |
| Progression of<br>Standard Across<br>Grades | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>grade 5 topics and<br>texts, building on<br>others' ideas and<br>expressing their own<br>clearly.  | Engage effectively in a<br>range of collaborative<br>discussions (one-on-one,<br>in groups, and teacher-<br>led) with diverse partners<br>on grade 6 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly. | Engage effectively in a<br>range of collaborative<br>discussions (one-on-one,<br>in groups, and teacher-<br>led) with diverse partners<br>on grade 7 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>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. |   |  |  |
|--|--|---|--|--|
| <ul> <li>To address this standard, students could:</li> <li>Analyze information presented in multimedia sources and explain how it adds meaning to a topic, text, or issue.</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:   | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.                                       |   |  |  |
|  |  |   |  |  |
|  | <u>SL.5.2</u>  | SL.6.2  | <u>SL.7.2</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Summarize a written<br>text read aloud or<br>information presented<br>in diverse media and<br>formats, including<br>visually, quantitatively,<br>and orally.                 | Interpret information<br>presented in diverse<br>media and formats (e.g.,<br>visually, quantitatively,<br>orally) and explain how<br>it contributes to a topic,<br>text, or issue under<br>study. | Analyze the main ideas<br>and supporting details<br>presented in diverse<br>media and formats (e.g.,<br>visually, quantitatively,<br>orally) and explain how<br>the ideas clarify a topic,<br>text, or issue under<br>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 standar                     | d, students <i>could</i> :   |   |  |  |  |
| Differentiate between                       | <ul> <li>Differentiate between claims that are supported by opinion versus those supported by fact.</li> </ul>                                 |   |  |  |  |
| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.   |   |  |  |  |
|   |  |   |  |  |  |
|   | <u>SL.5.3</u>  | SL.6.3  | <u>SL.7.3</u>  |  |  |
| Progression of<br>Standard Across<br>Grades | Summarize the points a<br>speaker makes and<br>explain how each claim<br>is supported by reasons<br>and evidence.                              | Delineate a speaker's<br>argument and specific<br>claims, distinguishing<br>claims that are supported<br>by reasons and evidence<br>from claims that are not. | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and the<br>relevance and sufficiency<br>of the evidence. |  |  |

| 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 standar  | d, students <i>could</i> :  |  |  |
| <ul> <li>Identify a logical sequence for presenting claims and findings.</li> <li>Support ideas using relevant evidence.</li> <li>Incorporate common public speaking norms.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:   | Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience.            |  |  |
|  |   |  |  |
|  | <u>SL.5.4</u>   | SL.6.4   | <u>SL.7.4</u>  |
| Progression of<br>Standard Across<br>Grades  | Report on a topic or text or<br>present an opinion,<br>sequencing ideas logically<br>and using appropriate<br>facts and relevant,<br>descriptive details to<br>support main ideas or<br>themes; speak clearly at<br>an understandable pace. | Present claims and<br>findings, sequencing ideas<br>logically and using<br>pertinent descriptions,<br>facts, and details to<br>accentuate main ideas or<br>themes; use appropriate<br>eye contact, adequate<br>volume, and clear<br>pronunciation. | Present claims and<br>findings, emphasizing<br>salient points in a focused,<br>coherent manner with<br>pertinent descriptions,<br>facts, details, and<br>examples; use appropriate<br>eye contact, adequate<br>volume, and clear<br>pronunciation. |

| SL.6.5  | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.   |  |  |
|---|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Incorporate relevant forms of media and/or graphics to clarify information.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |
|   |   |  |  |
|   | <u>SL.5.5</u>   | SL.6.5   | <u>SL.7.5</u>  |
| Progression of<br>Standard Across<br>Grades   | Include multimedia<br>components (e.g.,<br>graphics, sound) and<br>visual displays in<br>presentations when<br>appropriate to enhance<br>the development of main<br>ideas or themes | Include multimedia<br>components (e.g.,<br>graphics, images, music,<br>sound) and visual<br>displays in presentations<br>to clarify information. | Include multimedia<br>components and visual<br>displays in presentations<br>to clarify claims and<br>findings and emphasize<br>salient points. |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

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| SL.6.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal<br>English when indicated or appropriate. |  |   |  |
|---|--|--|---|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Use grade-level appropriate academic language versus informal language when presenting.</li> </ul> |  |  |   |  |
| Kansas High School<br>Graduates Can:  | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |   |  |
|   | <u>SL.5.6</u>  | SL.6.6   | <u>SL.7.6</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Adapt speech to a variety<br>of contexts and tasks,<br>using formal English<br>when appropriate to task<br>and situation.  | Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | Adapt speech to a variety<br>of contexts and tasks,<br>demonstrating command of<br>formal English when<br>indicated or appropriate. |  |

| Speaking and Listening   |   |  |   |
|--|---|--|---|
| SL.6.7   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns.</li> <li>e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.</li> <li>f. Maintain consistency in style and tone.</li> </ul> |  |   |
| To address this stand  | ard, students <i>could</i> :  |  |   |
| • 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<br>Graduates Can:   | Accurately and effectively speaking.  | / use standard English gra   | ammar and usage when  |
|  |   |  |   |
|  | <u>SL.5.7</u>   | SL.6.7   | <u>SL.7.7</u>   |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for details.)  | Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking.<br>(Click link above for<br>details.) |

Grade 6

**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:

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

|   | -  |   |  |
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|   | <u>SL.5.8</u>  | SL.6.8  | <u>SL.7.8</u>  |
| Progression of<br>Standard Across<br>Grades | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases, including<br>those that signal<br>contrast, addition, and<br>other logical<br>relationships. | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather<br>vocabulary knowledge<br>when considering a<br>word or phrase<br>important to<br>comprehension or<br>expression. | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather<br>vocabulary knowledge<br>when considering a word<br>or phrase important to<br>comprehension or<br>expression. |

| 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 stan  | dard, students could:   |   |  |
| <ul> <li>Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>Explain the definition of textual evidence and use textual evidence to support conclusions.</li> <li>Explain the definition of an inference and the process of making an inference.</li> </ul> |   |   |  |
| Kansas High<br>School Graduates<br>Can:   | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |   |  |
|   |   |   |  |
|   | <u>RL.5.1</u>   | RL.6.1  | <u>RL.7.1</u>  |
| Progression of<br>Standard Across<br>Grades   | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | Cite textual evidence to<br>support analysis of what<br>the text says explicitly<br>as well as inferences<br>drawn from the text. | Cite several pieces of<br>textual evidence to<br>support analysis of what<br>the text says explicitly<br>as well as inferences<br>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.   |  |   |
|---|--|--|---|
| To address this standar   | d, students could:   |  |   |
| <ul> <li>Recognize the structure of a summary and construct an independent summary using details from the text.</li> <li>Analyze how details from a text impact the theme.</li> <li>Analyze how details from a text impact the central idea.</li> </ul> |  |  |   |
| Kansas High School<br>Graduates Can:  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |  |   |
|   |  |  |   |
|   | <u>RL.5.2</u>  | RL.6.2   | <u>RL.7.2</u>   |
| Progression of<br>Standard Across<br>Grades   | Determine a theme of a<br>story, drama, or poem<br>from details in the text,<br>including how<br>characters in a story or<br>drama respond to<br>challenges or how the<br>speaker in a poem<br>reflects upon a topic;<br>summarize the text. | Determine a theme or<br>central idea of a text and<br>how it is conveyed through<br>particular details; provide a<br>summary of the text distinct<br>from personal opinions or<br>judgments. | Determine a theme or<br>central idea of a text and<br>analyze its development<br>over the course of the<br>text; provide an objective<br>summary of the text. |

| 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 standar   | d, students <i>could</i> :   |   |   |  |
| <ul><li>Understand the progression of events in a story.</li><li>Analyze the impact of plot events on character development and motivation.</li></ul> |  |   |   |  |
| Kansas High School<br>Graduates Can:  |  |   |   |  |
|   |  |   |   |  |
|   | <u>RL.5.3</u>  | RL.6.3  | <u>RL.7.3</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Compare and contrast<br>two or more characters,<br>settings, or events in a<br>story or drama, drawing<br>on specific details in the<br>text (e.g., how<br>characters interact). | Describe how a particular<br>story's or drama's plot<br>unfolds in a series of<br>episodes as well as how<br>the characters respond or<br>change as the plot moves<br>toward a resolution | Analyze how particular<br>elements of a story or<br>drama interact (e.g., how<br>setting shapes the<br>characters or plot). |  |

| 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 standar                     | d, students <i>could</i> :  |  |  |  |
| Understand the difference                   | <ul> <li>Interpret literal and nonliteral meanings of words and phrases presented in the text.</li> <li>Understand the difference between mood and tone.</li> <li>Analyze how word choice impacts the meaning and/or tone of the text.</li> </ul> |  |  |  |
| Kansas High School<br>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.  |  |  |  |
|   |   |  |  |  |
|   | <u>RL.5.4</u>   | RL.6.4   | <u>RL.7.4</u>  |  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative<br>language such as<br>metaphors and similes.  | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative and<br>connotative meanings;<br>analyze the impact of a<br>specific word choice on<br>meaning and tone. | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative and<br>connotative meanings;<br>analyze the impact of<br>rhymes and other<br>repetitions of sounds<br>(e.g., alliteration) on a<br>specific verse or stanza of<br>a poem or section of a<br>story or drama. |  |

| 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 standar                     | d, students <i>could</i> :  |   |   |
|   | ts of a text contribute to the s<br>n which independent segmer  | tructure of the text.<br>Its of a text contribute to the c  | overall meaning.  |
| Kansas High School<br>Graduates Can:        |   |   |   |
|   |   |   |   |
|   | <u>RL.5.5</u>   | RL.6.5  | <u>RL.7.5</u>   |
| Progression of<br>Standard Across<br>Grades | Explain how a series of<br>chapters, scenes, or<br>stanzas fits together to<br>provide the overall<br>structure of a particular<br>story, drama, or poem                  | Analyze how a particular<br>sentence, chapter, scene,<br>or stanza fits into the<br>overall structure of a text<br>and contributes to the<br>development of the<br>theme, setting, or plot. | Analyze how a drama's or<br>poem's form or structure<br>(e.g., soliloquy, sonnet)<br>contributes to its meaning |

| RL.6.6                                      | Explain how an author develops the point of view of the narrator or speaker in a text.   |   |  |  |
|---|--|---|--|--|
| To address this standar                     | d, students <i>could</i> :   |   |  |  |
|   | <ul> <li>Understand different literary points of view.</li> <li>Explain how point of view is developed within the text.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.                                   |   |  |  |
|   |  |   |  |  |
|   | <u>RL.5.6</u>  | RL.6.6  | <u>RL.7.6</u>  |  |
| Progression of<br>Standard Across<br>Grades | Describe how a narrator's<br>or speaker's point of view<br>influences how events are<br>described.                                 | Explain how an author<br>develops the point of view<br>of the narrator or speaker<br>in a text. | Explain how an author<br>develops the point of view<br>of the narrator or speaker<br>in a text. Analyze how an<br>author develops and<br>contrasts the points of<br>view of different<br>characters or narrators in<br>a text. |  |

| 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. |   |  |  |
|---|---|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Explain the similarities between a written text and its multimedia interpretation.</li> <li>Explain the differences between a written text and its multimedia interpretation.</li> </ul> |   |   |  |  |
| Kansas High School<br>Graduates Can:  | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.  |   |  |  |
|   |   |   |  |  |
|   | <u>RL.5.7</u>   | RL.6.7  | <u>RL.7.7</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze how visual and<br>multimedia elements<br>contribute to the meaning,<br>tone, or beauty of a text<br>(e.g., graphic novel,<br>multimedia presentation of<br>fiction, folktale, myth,<br>poem).   | Compare and contrast the<br>experience of reading a<br>story, drama, or poem to<br>listening to or viewing an<br>audio, video, or live<br>version of the text,<br>including contrasting what<br>they "see" and "hear"<br>when reading the text to<br>what they perceive when<br>they listen or watch. | Compare and contrast a<br>written story, drama, or<br>poem to its audio, filmed,<br>staged, or multimedia<br>version, analyzing the<br>effects of techniques<br>unique to each medium<br>(e.g., lighting, sound,<br>color, or camera focus<br>and angles in a film). |  |

| RL.6.8  | (Not applicable to Literature)   |  |
|---|--|--|
| To address this standard, students <i>could</i> : |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades       |  |  |

| 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 standar                     |   | sented within different genres.   |   |
| •   | • •   | nted across different genres.   |   |
| Kansas High School<br>Graduates Can:        | ol Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |   |   |
|   | F   | F   |   |
|   | <u>RL.5.9</u>   | RL.6.9  | <u>RL.7.9</u>   |
| Progression of<br>Standard Across<br>Grades | Compare and contrast<br>stories in the same<br>genre (e.g., mysteries<br>and adventure stories)<br>on their approaches to<br>similar themes and<br>topics.                          | Compare and contrast texts<br>in different forms or genres<br>(e.g., stories and poems;<br>historical novels and<br>fantasy stories) in terms of<br>their approaches to similar<br>themes and topics. | Compare and contrast a<br>fictional portrayal of a time,<br>place, or character and a<br>historical account of the<br>same period as a means of<br>understanding how authors<br>of fiction use or alter<br>history. |

| RL.6.10                                     | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.  |  |  |  |
|---|---|--|--|--|
| To address this standar                     | d, students could:  |  |  |  |
|   | <ul> <li>Discuss character dialogue in a text they are reading, and the ways in which the dialogue, speaking<br/>style, and style of interaction reveals important qualities about the characters.</li> </ul> |  |  |  |
| Kansas High School<br>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).   |  |  |  |
|   |   |  |  |  |
|   | <u>RL.5.10</u>  | RL.6.10  | <u>RL.7.10</u>   |  |
| Progression of<br>Standard Across<br>Grades | Use knowledge of<br>language and its<br>conventions when reading<br>to compare and contrast<br>the varieties of English<br>(e.g., dialects, registers)<br>used in stories, dramas, or<br>poems.               | Use knowledge of<br>language and its<br>conventions when reading<br>to aid comprehension of<br>literary texts. | Use knowledge of<br>language and its<br>conventions when reading<br>to aid comprehension of<br>literary texts. |  |

| RL.6.11   | Determine or clarify the meaning of unknown and multiple-meaning words and<br>phrases based on Grade 6 reading and content, choosing flexibly from a range of<br>strategies.<br>a. Use context as a clue to the meaning of a word or phrase. |  |  |
|---|--|--|--|
| To address this standar   | a, students <i>coula</i> :   |  |  |
| • 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<br>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.   |  |  |
|   |  |  |  |
|   | <u>RL.5.11</u>   | RL.6.11  | <u>RL.7.11</u>   |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 5 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(Click link above for<br>details.)               | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 6 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 7 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(Click link above for<br>details.) |

| 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<br>Graduates Can:   |  |  |   |
|  |  |  |   |
|  | <u>RL.5.12</u>   | RL.6.12  | <u>RL.7.12</u>  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate<br>understanding of figurative<br>language, word<br>relationships, and nuances<br>in word meanings. (Click<br>link above for details.) | Demonstrate<br>understanding of figurative<br>language, word<br>relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |

| <b>RL.6.13</b> Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.               |  |  |  |
|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |  |
|  |  |  |  |
|  | <u>RL.5.13</u>   | RL.6.13  | <u>RL.7.13</u>   |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative complexity<br>for Grade 5. | Read and comprehend<br>high quality dramas, prose<br>and poetry of appropriate<br>quantitative and<br>qualitative complexity for<br>Grade 6. | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative complexity<br>for Grade 7. |

| 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 standar  | d, students <i>could</i> :  |   |  |
| <ul> <li>Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>Explain the definition of textual evidence and use textual evidence to support conclusions.</li> <li>Explain the definition of inference and the process of making an inference.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:   | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |   |  |
|  |   |   |  |
|  | <u>RI.5.1</u>   | RI.6.1  | <u>RI.7.1</u>  |
| Progression of<br>Standard Across<br>Grades  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | Cite textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text. | Cite several pieces of<br>textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>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. |   |  |  |
|---|---|---|--|--|
| To address this standar                     | d, students <i>could</i> :  |   |  |  |
| •   | re of a summary and constru   | uct an independent summary idea.  | using details from the text.   |  |
| Kansas High School<br>Graduates Can:        | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |  |  |
|   |   |   |  |  |
|   | <u>RI.5.2</u>   | RI.6.2  | <u>RI.7.2</u>  |  |
| Progression of<br>Standard Across<br>Grades | Determine two or more<br>main ideas of a text and<br>explain how they are<br>supported by key details;<br>summarize the text.                                     | Determine a central idea<br>of a text and how it is<br>conveyed through<br>particular details; provide<br>a summary of the text<br>distinct from personal<br>opinions or judgments. | Determine two or more<br>central ideas in a text and<br>analyze their<br>development over the<br>course of the text; provide<br>an objective summary of<br>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).         To address this standard, students could: |  |   |  |  |
|---|--|---|--|--|
| <ul> <li>Use close reading skills to identify key individuals, events, or ideas in informational text.</li> <li>Explain how these elements are used in an informational text.</li> </ul>                          |  |   |  |  |
| Kansas High School<br>Graduates Can:  |  |   |  |  |
|   |  |   |  |  |
|   | <u>RI.5.3</u>  | RI.6.3  | <u>RI.7.3</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Explain the relationships<br>or interactions between<br>two or more individuals,<br>events, ideas, or concepts<br>in a historical, scientific, or<br>technical text based on<br>specific information in the<br>text. | Analyze in detail how a<br>key individual, event, or<br>idea is introduced,<br>illustrated, and elaborated<br>in a text (e.g., through<br>examples or anecdotes). | Analyze the interactions<br>between individuals,<br>events, and ideas in a text<br>(e.g., how ideas influence<br>individuals or events, or<br>how individuals influence<br>ideas or events). |  |

| 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 standar                     | d, students <i>could</i> :  |  |   |
| •   | nliteral meanings of words ar<br>notative, and technical words  | nd phrases presented in the te<br>and phrases.   | ext.  |
| Kansas High School<br>Graduates Can:        |   |  |   |
|   |   |  |   |
|   | <u>RI.5.4</u>   | RI.6.4   | <u>RI.7.4</u>   |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of<br>general academic and<br>domain-specific words<br>and phrases in a text<br>relevant to a grade 5 topic<br>or subject area. | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and technical<br>meanings. | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and technical<br>meanings; analyze the<br>impact of a specific word<br>choice on meaning and<br>tone. |

| 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 standar                     | d, students <i>could</i> :  |   |   |
|   | s of a text contribute to the over of a text contribute to its over   |   |   |
| Kansas High School<br>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.                                    |   |   |
|   |   |   |   |
|   | <u>RI.5.5</u>   | RI.6.5  | <u>RI.7.5</u>   |
| Progression of<br>Standard Across<br>Grades | Compare and contrast the<br>overall structure (e.g.,<br>chronology, comparison,<br>cause/effect, problem/<br>solution) of events, ideas,<br>concepts, or information<br>in two or more texts. | Analyze how a particular<br>sentence, paragraph,<br>chapter, or section fits into<br>the overall structure of a<br>text and contributes to the<br>development of the ideas. | Analyze the structure an<br>author uses to organize a<br>text, including how the<br>major sections contribute<br>to the whole and to the<br>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.  |   |   |
|---|---|---|---|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Identify the author's point of view.</li> <li>Explain how point of view is developed within the text.</li> </ul> |   |   |   |
| Kansas High School<br>Graduates Can:  | Recognize that different perspectives can be presented in different ways for different purposes.  |   |   |
|   | <u>RI.5.6</u>   | RI.6.6  | <u>RI.7.6</u>   |
| Progression of<br>Standard Across<br>Grades   | Analyze multiple accounts<br>of the same event or<br>topic, noting important<br>similarities and<br>differences in the point of<br>view they represent. | Determine an author's<br>point of view or purpose in<br>a text and explain how it is<br>conveyed in the text. | Determine an author's<br>point of view or purpose<br>in a text and analyze how<br>the author distinguishes<br>his or her position from<br>that of others. |

| 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.             |   |  |  |
|--|---|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Build understanding of a topic or issue by incorporating information from diverse media formats.</li> </ul> |   |   |  |  |
| Kansas High School<br>Graduates Can:   |   |   |  |  |
|  | <u>RI.5.7</u>   | RI.6.7  | <u>RI.7.7</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Draw on information<br>from multiple print or<br>digital sources,<br>demonstrating the ability<br>to locate an answer to a<br>question quickly or to<br>solve a problem<br>efficiently. | Integrate information<br>presented in different<br>media or formats (e.g.,<br>visually, quantitatively) as<br>well as in words to develop<br>a coherent understanding<br>of a topic or issue. | Compare and contrast a text<br>to an audio, video, or<br>multimedia version of the<br>text, analyzing each<br>medium's portrayal of the<br>subject (e.g., how the<br>delivery of a speech affects<br>the impact of the words). |  |

| 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.                |   |  |  |
|---|--|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Distinguish between supported and unsupported claims.</li> <li>Trace an argument and specific claims in a text.</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:  | Follow the logic of an argument based on the validity of the claim and evidence presented.   |   |  |  |
|   |  |   |  |  |
|   | <u>RI.5.8</u>  | RI.6.8  | <u>RI.7.8</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Explain how an author<br>uses reasons and<br>evidence to support<br>particular points in a text,<br>identifying which reasons<br>and evidence support<br>which point(s). | Trace and evaluate the<br>argument and specific<br>claims in a text,<br>distinguishing claims that<br>are supported by reasons<br>and evidence from claims<br>that are not. | Trace and evaluate the<br>argument and specific<br>claims in a text, assessing<br>whether the reasoning is<br>sound and the evidence is<br>relevant and sufficient to<br>support the claims. |  |

| 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).   |        |  |  |
|--|---|--------|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Identify the similarities and differences of the same event depicted by different authors.</li> </ul> |   |        |  |  |
| Kansas High School<br>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.   |        |  |  |
|  |   |        |  |  |
|  | <u>RI.5.9</u>   | RI.6.9 | <u>RI.7.9</u>  |  |
| Progression of<br>Standard Across<br>Grades  | several texts on the same<br>topic in order to write or<br>speak about the subject<br>knowledgeably. on the same person). one author's presentation<br>of events with that of<br>another (e.g., a memoir<br>written by and a biography<br>on the same person). authors writing ab<br>same topic shape<br>presentation by<br>emphasizing differ<br>evidence or advar |        | emphasizing different<br>evidence or advancing<br>different interpretations of |  |

| RI.6.10   | Use knowledge of language and its conventions when reading to improve comprehension.   |  |  |
|---|--|--|--|
| To address this stand   | ard, students <i>could</i> :   |  |  |
| • Participate in independent reading of a self-selected text, and share their learning from that text with peers or adults. |  |  |  |
| Kansas High School<br>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).  |  |  |
|   |  |  |  |
|   | <u>RI.5.10</u>   | RI.6.10  | <u>RI.7.10</u>   |
| Progression of<br>Standard Across<br>Grades   | Use knowledge of<br>language and its<br>conventions when<br>reading to compare and<br>contrast the varieties of<br>English (e.g., dialects,<br>registers) used in<br>informational text. | Use knowledge of<br>language and its<br>conventions when<br>reading to improve<br>comprehension of<br>informational texts. | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension. |

|  | Reading. I  |   |   |
|--|---|---|---|
| RI.6.11  | <ul> <li>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.</li> <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> |   |   |
| To address this stand  | ard, students <i>could</i> :  |   |   |
| <ul> <li>Work with peers to determine meanings and pronunciations of unknown words in a text about an<br/>ancient world civilization.</li> </ul> |   |   |   |
| Kansas High School<br>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.  |   |   |
|  |   |   |   |
|  | <u>RI.5.11</u>  | RI.6.11   | <u>RI.7.11</u>  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 5<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.)   | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 6<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 7<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |

|  | <u> </u>   |  |   |  |
|--|--|--|---|--|
| RI.6.12  | <ul> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>a. Interpret figures of speech in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ul> |  |   |  |
| To address this stand  | ard, students <i>could</i> :   |  |   |  |
| 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<br>Graduates Can:   | Understand word meanings, and nuances in word meanings when reading.   |  |   |  |
|  |  |  |   |  |
|  | <u>RI.5.12</u>   | RI.6.12  | <u>RI.7.12</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.)  | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |  |

| RI.6.13 | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 6. |
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#### To address this standard, students *could*:

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

| Kansas High School<br>Graduates Can:        | Interpret meaning from a variety of informational texts.   |  |  |
|---|--|--|--|
|   | <u>RI.5.13</u>   | RI.6.13  | <u>RI.7.13</u>   |
| Progression of<br>Standard Across<br>Grades | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 5. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 6. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>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<br>Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing                        | <u>W.7.1</u><br><u>W.7.4</u><br><u>W.7.7</u><br><u>W.7.10</u><br><u>W.7.12</u> | <u>W.7.2</u><br><u>W.7.5</u><br><u>W.7.8</u><br><u>W.7.11</u>     | <u>W.7.3</u><br><u>W.7.6</u><br><u>W.7.9</u>                      |
|---|--|---|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.7.1</u><br><u>SL.7.4</u><br><u>SL.7.7</u>                                | <u>SL.7.2</u><br><u>SL.7.5</u><br><u>SL.7.8</u>                   | <u>SL.7.3</u><br><u>SL.7.6</u>                                    |
| <b>Reading: Literature</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text | RL.7.1<br>RL.7.4<br>RL.7.7<br>RL.7.10<br>RL.7.13                               | <u>RL.7.2</u><br><u>RL.7.5</u><br><u>RL.7.8</u><br><u>RL.7.11</u> | <u>RL.7.3</u><br><u>RL.7.6</u><br><u>RL.7.9</u><br><u>RL.7.12</u> |
| Reading: Informational<br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text  | RI.7.1<br>RI.7.4<br>RI.7.7<br>RI.7.10<br>RI.7.13                               | <u>RI.7.2</u><br><u>RI.7.5</u><br><u>RI.7.8</u><br><u>RI.7.11</u> | <u>RI.7.3</u><br><u>RI.7.6</u><br><u>RI.7.9</u><br><u>RI.7.12</u> |

#### 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.
  - 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.

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a. Use a comma to separate coordinate adjectives.

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b. Spell correctly.

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#### Range of Writing

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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.

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#### **Comprehension and Collaboration**

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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

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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.

#### **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.



#### 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.



|   | Write arguments to suppo   | ort claims with clear reason   | is and relevant evidence.  |  |  |
|---|--|--|--|--|--|
| W.7.1   | <ul> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |  |  |  |  |
| To address this stand   | ard, students could:   |  |  |  |  |
| <ul> <li>Use relevant and cr</li> <li>Acknowledge opposition</li> </ul> | <ul> <li>Use relevant and credible textual evidence to support their claim.</li> <li>Acknowledge opposing viewpoints.</li> </ul>   |  |  |  |  |
| Kansas High School<br>Graduates Can:                                    | Use valid reasoning and relevant and sufficient evidence to support a written argument.  |  |  |  |  |
|   |  |  |  |  |  |
|   | <u>W.6.1</u>   | W.7.1  | <u>W.8.1</u>   |  |  |
| Progression of<br>Standard Across<br>Grades                             | Write arguments to<br>support claims with<br>clear reasons and<br>relevant evidence.<br>(Click link above for<br>details.)   | Write arguments to<br>support claims with<br>clear reasons and<br>relevant evidence. (See<br>details above.) | Write arguments to<br>support claims with<br>clear reasons and<br>relevant evidence.<br>(Click link above for<br>details.) |  |  |

| W.7.2  | <ul> <li>concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> |   |   |  |  |
|--|--|---|---|--|--|
| <ul> <li>Introduce and development</li> <li>Determine the most</li> <li>Analyze information</li> </ul> | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Introduce and develop a topic using common organizational structures.</li> </ul>  |   |   |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.   |   |   |  |  |
|  |  | -   |   |  |  |
|  | <u>W.6.2</u>   | W.7.2   | <u>W.8.2</u>  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (Click link<br>above for details.)   | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (See details<br>above.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas, concepts,<br>and information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (Click link<br>above for details.) |  |  |

|  |  | vriting             |                     |  |
|--|--|---------------------|---------------------|--|
|  | Write narratives to develop real or imagined experiences or events<br>using effective technique, relevant descriptive details, and well-<br>structured event sequences.  |                     |                     |  |
| W.7.3  | <ul> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> |                     |                     |  |
| To address this stand  | ard, students could:   |                     |                     |  |
| <ul> <li>Use narrative techniques to develop the progression of events in a story.</li> <li>Organize a narrative using appropriate transitional language.</li> <li>Include a conclusion that provides a sense of closure for readers.</li> </ul> |  |                     |                     |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |                     |                     |  |
|  |  |                     |                     |  |
|  | <u>W.6.3</u>   | W.7.3               | <u>W.8.3</u>        |  |
|  | Write narratives to  | Write narratives to | Write narratives to |  |

|                 | Write narratives to    | Write narratives to  | Write narratives to    |
|-----------------|------------------------|----------------------|------------------------|
|                 | develop real or        | develop real or      | develop real or        |
|                 | imagined experiences   | imagined experiences | imagined experiences   |
| Progression of  | or events using        | or events using      | or events using        |
| Standard Across | effective technique,   | effective technique, | effective technique,   |
| Grades          | relevant descriptive   | relevant descriptive | relevant descriptive   |
|                 | details, and well-     | details, and well-   | details, and well-     |
|                 | structured event       | structured event     | structured event       |
|                 | sequences. (Click link | sequences. (See      | sequences. (Click link |
|                 | above for details.)    | details above.)      | above for details.)    |
|                 | ,                      | ,                    | ,                      |

|   | 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 stand                       | ard, students <i>could</i> :  |   |  |  |
|   |   | ılar task, purpose, and auc<br>emonstrate understanding   |  |  |
| Kansas High School<br>Graduates Can:        | Create texts appropriate for specific purposes, audiences, and tasks.   |   |  |  |
|   |   |   |  |  |
|   | <u>W.6.4</u>  | W.7.4   | <u>W.8.4</u>   |  |
| Progression of<br>Standard Across<br>Grades | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to<br>task, purpose, and<br>audience. | Produce clear and<br>coherent writing in<br>which the development,<br>organization, and style<br>are appropriate to task,<br>purpose, and audience. | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to task,<br>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. |   |   |  |
| To address this standa                      |  |   |   |  |
| Use a writing process                       | to compose and refine a pie  | ce of writing.  |   |  |
| Kansas High School<br>Graduates Can:        | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.  |   |   |  |
|   |  |   |   |  |
|   | <u>W.6.5</u>   | W.7.5   | <u>W.8.5</u>  |  |
| Progression of<br>Standard Across<br>Grades | With some guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach.  | With some guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach,<br>focusing on how well<br>purpose and audience<br>have been addressed. | With some guidance and<br>support from adults and<br>peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing, rewriting,<br>or trying a new approach,<br>focusing on how well<br>purpose and audience<br>have been addressed. |  |

| W.7.6                                       | Use technology, including the Internet, to produce and publish writing and link to<br>and cite sources as well as to interact and collaborate with others, including linking<br>to and citing sources.   |   |   |  |
|---|--|---|---|--|
| To address this standar                     | d, students <i>could</i> :   |   |   |  |
|   | ine the proper technology to<br>cources and use technology t   | ol(s) to successfully produce o cite sources.   | and publish writing.  |  |
| Kansas High School<br>Graduates Can:        | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |   |   |  |
|   |  |   |   |  |
|   | <u>W.6.6</u>   | W.7.6   | <u>W.8.6</u>  |  |
| Progression of<br>Standard Across<br>Grades | Use technology, including<br>the Internet, to produce<br>and publish writing as well<br>as to interact and<br>collaborate with others;<br>demonstrate sufficient<br>command of keyboarding<br>skills to type a minimum<br>of three pages in a single<br>sitting. | Use technology, including<br>the Internet, to produce<br>and publish writing and<br>link to and cite sources as<br>well as to interact and<br>collaborate with others,<br>including linking to and<br>citing sources. | Use technology, including<br>the Internet, to produce<br>and publish writing and<br>present the relationships<br>between information and<br>ideas efficiently as well as<br>to interact and collaborate<br>with others. |  |

|   | writing   |  |   |  |
|---|---|--|---|--|
| W.7.7   | Conduct short research projects to answer a question, drawing on several sources<br>and generating additional related, focused questions for further research and<br>investigation. |  |   |  |
| To address this standa  | d, students <i>could</i> :  |  |   |  |
| <ul> <li>Focus research around a central question.</li> <li>Identify multiple sources of evidence to answer a central question.</li> <li>Expand their research by generating additional related questions.</li> </ul> |   |  |   |  |
| Kansas High School<br>Graduates Can:  | <b>ol</b> Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.  |  |   |  |
|   |   |  |   |  |
|   | <u>W.6.7</u>  | W.7.7  | <u>W.8.7</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>refocusing the inquiry<br>when appropriate.  | Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>generating additional<br>related, focused questions<br>for further research and<br>investigation. | Conduct short research<br>projects to answer a<br>question (including a self-<br>generated question),<br>drawing on several<br>sources and generating<br>additional related,<br>focused questions that<br>allow for multiple avenues<br>of exploration. |  |

| 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 standar   | rd, students could:   |       |              |  |  |
| <ul><li> Quote or paraphrase</li><li> Incorporate a standar</li></ul>                       | Quote or paraphrase information while properly crediting sources.   |       |              |  |  |
| Kansas High School<br>Graduates Can:  |   |       |              |  |  |
|   |   |       |              |  |  |
|   | <u>W.6.8</u>  | W.7.8 | <u>W.8.8</u> |  |  |
| Progression of<br>Standard Across<br>GradesGather relevant<br>information from multiple<br> |   |       |              |  |  |

|   |  | iting  |  |  |
|---|--|--|--|--|
| Draw evidence from literary or informational texts to support analysis, reflect and research. |  |  |  |  |
| W.7.9   | <ul> <li>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").</li> <li>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").</li> </ul> |  |  |  |
| To address this standar   | d, students could:   |  |  |  |
|   | xtual evidence to support an   | assertion.   |  |  |
| Kansas High School<br>Graduates Can:  | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.   |  |  |  |
|   |  |  |  |  |
|   | <u>W.6.9</u>   | W.7.9  | <u>W.8.9</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research.   | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research. | Draw evidence from<br>literary or informational<br>texts to support analysis,<br>reflection, and research. |  |

| Withing   |   |  |   |  |
|---|---|--|---|--|
| W.7.10  | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>b. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> |  |   |  |
| To address this stand   | ard, students could:  | <u> </u>   |   |  |
| <ul> <li>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.</li> <li>Kansas High School Graduates Can:</li> </ul> |   |  |   |  |
|   |   |  |   |  |
|   | <u>W.6.10</u>   | W.7.10   | <u>W.8.10</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command<br>of and use knowledge<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |  |

|   | Vinting  |   |   |  |
|---|--|---|---|--|
| W.7.11  | <ul> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Use a comma to separate coordinate adjectives.</li> <li>b. Spell correctly.</li> </ul> |   |   |  |
| To address this stand   | ard, students could:   |   |   |  |
| <ul> <li>Participate in a writing process in which they write about a topic of personal interest or<br/>importance, and then review their work with a team of peers to address comma usage and<br/>spelling.</li> </ul> |  |   |   |  |
| Kansas High School<br>Graduates Can:  | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.  |   |   |  |
|   |  |   |   |  |
|   | <u>W.6.11</u>  | W.7.11  | <u>W.8.11</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.)  | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) |  |

| 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 stand                       | ard, students <i>could</i> :   |  |  |
| Produce varied type     and/or task assigne | 5 5  | sed on an understanding c  | of the discipline, purpose,  |
| Kansas High School<br>Graduates Can:        | Write routinely over varied time frames for a range of tasks, purposes, and audiences.   |  |  |
|   |  |  |  |
|   | <u>W.6.12</u>  | W.7.12   | <u>W.8.12</u>  |
| Progression of<br>Standard Across<br>Grades | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. |

| SL.7.1                                      | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> |   |   |  |  |
|---|--|---|---|--|--|
| For this standard, succe                    | essful seventh grade stu   | dents <i>could</i> :  |   |  |  |
| from peers and buildin                      |  |   |   |  |  |
| Kansas High School<br>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.   |   |   |  |  |
|   |  |   |   |  |  |
|   | <u>SL.6.1</u>  | SL.7.1  | <u>SL.8.1</u>   |  |  |
| Progression of<br>Standard Across<br>Grades | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>grade 6 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly.   | Engage effectively in a<br>range of collaborative<br>discussions (one-on-one,<br>in groups, and teacher-<br>led) with diverse partners<br>on grade 7 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly. | Engage effectively in a<br>range of collaborative<br>discussions (one-on-one,<br>in groups, and teacher-<br>led) with diverse partners<br>on grade 8 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly. |  |  |

| 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 standar                     | d, students <i>could</i> :   |   |  |
|   | resented in multimedia forma<br>ween ideas and topics.   | ts and explain how it clarifies   | a topic, text, or issue.   |
| Kansas High School<br>Graduates Can:        | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.   |   |  |
|   |  |   |  |
|   | <u>SL.6.2</u>  | SL.7.2  | <u>SL.8.2</u>  |
| Progression of<br>Standard Across<br>Grades | Interpret information<br>presented in diverse<br>media and formats (e.g.,<br>visually, quantitatively,<br>orally) and explain how it<br>contributes to a topic,<br>text, or issue under study.       | Analyze the main ideas<br>and supporting details<br>presented in diverse<br>media and formats (e.g.,<br>visually, quantitatively,<br>orally) and explain how the<br>ideas clarify a topic, text,<br>or issue under study. | Analyze the purpose of<br>information presented in<br>diverse media and<br>formats (e.g., visually,<br>quantitatively, orally) and<br>evaluate the motives<br>(e.g., social, commercial,<br>political) behind its<br>presentation. |

| 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.                 |  |   |  |
|--|--|--|---|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Determine the credibility and relevancy of a speaker's argument.</li> <li>Determine if a speaker provides sufficient evidence.</li> </ul> |  |  |   |  |
| Kansas High School<br>Graduates Can:   | <b>nsas High School</b> Objectively assess the relevance, accuracy, and validity of a speaker's claim and  |  |   |  |
|  |  |  |   |  |
|  | <u>SL.6.3</u>  | SL.7.3   | <u>SL.8.3</u>   |  |
| Progression of<br>Standard Across<br>Grades  | Delineate a speaker's<br>argument and specific<br>claims, distinguishing<br>claims that are<br>supported by reasons<br>and evidence from<br>claims that are not. | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and the<br>relevance and sufficiency<br>of the evidence. | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and relevance<br>and sufficiency of the<br>evidence and identifying<br>when irrelevant evidence is<br>introduced. |  |

| Present claims and findings, emphasizing salient points in a focused, co |   |  |
|--|---|--|
| SL.7.4   | manner with pertinent descriptions, facts, details, and examples; use appropriate eye |  |
|  | contact, adequate volume, and clear pronunciation.                                    |  |

#### To address this standard, students *could*:

<u>K 1 2 3</u>

- 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<br>Graduates Can: | Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience. |
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|   | <u>SL.6.4</u>  | SL.7.4   | <u>SL.8.4</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Present claims and<br>findings, sequencing ideas<br>logically and using<br>pertinent descriptions,<br>facts, and details to<br>accentuate main ideas or<br>themes; use appropriate<br>eye contact, adequate<br>volume, and clear<br>pronunciation. | Present claims and<br>findings, emphasizing<br>salient points in a focused,<br>coherent manner with<br>pertinent descriptions,<br>facts, details, and<br>examples; use appropriate<br>eye contact, adequate<br>volume, and clear<br>pronunciation. | Present claims and<br>findings, emphasizing<br>salient points in a focused,<br>coherent manner with<br>relevant evidence, sound<br>valid reasoning, and well-<br>chosen details; use<br>appropriate eye contact,<br>adequate volume, and<br>clear pronunciation. |

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<u>6</u> <u>7</u>

<u>11-12</u>

<u>8</u> <u>9-10</u>

| SL.7.5   | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                       |  |   |  |
|--|---|--|---|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Incorporate relevant forms of media and/or graphics to clarify information and emphasize key points.</li> </ul> |   |  |   |  |
| Kansas High School<br>Graduates Can:   | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |  |   |  |
|  |   |  |   |  |
|  | <u>SL.6.5</u>   | SL.7.5   | <u>SL.8.5</u>   |  |
| Progression of<br>Standard Across<br>Grades  | Include multimedia<br>components (e.g.,<br>graphics, images, music,<br>sound) and visual<br>displays in presentations<br>to clarify information.      | Include multimedia<br>components and visual<br>displays in presentations<br>to clarify claims and<br>findings and emphasize<br>salient points. | Integrate multimedia and<br>visual displays into<br>presentations to clarify<br>information, strengthen<br>claims and evidence, and<br>add interest |  |

| 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 <i>could</i> :  |   |   |  |  |
| Use grade-level appro                       | priate academic language v   | ersus informal language whe   | en presenting.  |  |  |
| Kansas High School<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations.  |   |   |  |  |
|   |  |   |   |  |  |
|   | <u>SL.6.6</u>  | SL.7.6  | <u>SL.8.6</u>   |  |  |
| Progression of<br>Standard Across<br>Grades | Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | Adapt speech to a variety<br>of contexts and tasks,<br>demonstrating command<br>of formal English when<br>indicated or appropriate. | Adapt speech to a variety<br>of contexts and tasks,<br>demonstrating command of<br>formal English when<br>indicated or appropriate. |  |  |

| Speaking and Listening   |   |   |   |  |  |
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| SL.7.7   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> |   |   |  |  |
| To address this standar  | d, students <i>could</i> :  |   |   |  |  |
| <ul> <li>Address the class in a speech about an important community issue, in which they use simple, compound,<br/>complex, and compound-complex sentences when presenting different perspectives on the issue.</li> </ul> |   |   |   |  |  |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.  |   |   |  |  |
|  |   |   |   |  |  |
|  | <u>SL.6.7</u> SL.7.7 <u>SL.8.7</u>  |   |   |  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when speaking. (Click<br>link above for details.)  | Demonstrate command of<br>the conventions of<br>standard English<br>grammar and usage<br>when speaking.<br>(See details above.) | Demonstrate command of<br>the conventions of<br>standard English grammar<br>and usage when writing or<br>speaking. (Click link above<br>for details.) |  |  |

**SL.7.8** Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### To address this standard, students *could*:

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• 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<br>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. |
|--------------------------------------|---|
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|   | <u>SL.6.8</u>  | SL.7.8   | <u>SL.8.8</u>  |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather<br>vocabulary knowledge<br>when considering a word<br>or phrase important to<br>comprehension or<br>expression. | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather<br>vocabulary knowledge<br>when considering a word<br>or phrase important to<br>comprehension or<br>expression. | Acquire and use accurately<br>grade-appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather vocabulary<br>knowledge when<br>considering a word or<br>phrase important to<br>comprehension or<br>expression. |

| Reduilig. 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 standar  | d, students <i>could</i> :  |  |  |  |
| <ul> <li>Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>Synthesize multiple texts and use evidence from multiple texts to support conclusions.</li> <li>Make logical inferences using textual evidence.</li> </ul>                            |   |  |  |  |
| Kansas High School<br>Graduates Can:Read closely through multiple interactions with a text in order to determine what the<br>text says explicitly and to make logical inferences; cite specific textual evidence<br>when writing or speaking to support conclusions drawn from the text. |   |  |  |  |
|  |   |  |  |  |
|  | <u>RL.6.1</u>   | RL.7.1   | <u>RL.8.1</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Cite textual evidence to<br>support analysis of what<br>the text says explicitly<br>as well as inferences<br>drawn from the text.       | Cite several pieces of<br>textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text. | Cite the textual evidence<br>that most strongly supports<br>an analysis of what the text<br>says explicitly as well as<br>inferences drawn from the<br>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.  |   |  |  |
|---|---|---|--|--|
| To address this standar                     | d, students <i>could</i> :  |   |  |  |
| Analyze how a theme                         | dent summary using details<br>develops over the course of<br>idea develops over the course  | of a text.  |  |  |
| Kansas High School<br>Graduates Can:        |   |   |  |  |
|   |   |   |  |  |
|   | <u>RL.6.2</u>   | RL.7.2  | <u>RL.8.2</u>  |  |
| Progression of<br>Standard Across<br>Grades | Determine a theme or<br>central idea of a text<br>and how it is conveyed<br>through particular<br>details; provide a<br>summary of the text<br>distinct from personal<br>opinions or judgments. | Determine a theme or<br>central idea of a text and<br>analyze its development<br>over the course of the<br>text; provide an objective<br>summary of the text. | Determine a theme or<br>central idea of a text and<br>analyze its development<br>over the course of the text,<br>including its relationship to<br>the characters, setting, and<br>plot; provide an objective<br>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).   |   |  |
|---|---|---|--|
| To address this stand                       | ard, students <i>could</i> :  |   |  |
| -   | ement of a story or drama imports of a story or drama interact  |   |  |
| Kansas High<br>School Graduates<br>Can:     | Analyze elements of plot as they relate to the meaning of a text.   |   |  |
|   |   |   |  |
|   | <u>RL.6.3</u>   | RL.7.3  | <u>RL.8.3</u>  |
| Progression of<br>Standard Across<br>Grades | Describe how a particular<br>story's or drama's plot<br>unfolds in a series of<br>episodes as well as how<br>the characters respond or<br>change as the plot moves<br>toward a resolution | Analyze how particular<br>elements of a story or<br>drama interact (e.g., how<br>setting shapes the<br>characters or plot). | Analyze how particular<br>lines of dialogue or<br>incidents in a story or<br>drama propel the action,<br>reveal aspects of a<br>character, or provoke a<br>decision. |

| 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 standar                     | d, students <i>could</i> :  |  |  |
| -   | nliteral meanings of words a<br>figurative language in a piec   | nd phrases presented in the t<br>e of the text.  | ext.   |
| Kansas High School<br>Graduates Can:        |   |  |  |
|   |   |  |  |
|   | <u>RL.6.4</u>   | RL.7.4   | <u>RL.8.4</u>  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative and<br>connotative meanings;<br>analyze the impact of a<br>specific word choice on<br>meaning and tone   | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative and<br>connotative meanings;<br>analyze the impact of<br>rhymes and other<br>repetitions of sounds<br>(e.g., alliteration) on a<br>specific verse or stanza of<br>a poem or section of a<br>story or drama. | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative and<br>connotative meanings;<br>analyze the impact of<br>specific word choices on<br>meaning and tone,<br>including analogies or<br>allusions to other texts. |

| 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 standar                     | d, students <i>could</i> :  |  |   |
| 5   | nose to structure the text in a<br>ctural elements of a text contr  | •  |   |
| Kansas High School<br>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.                                  |  |   |
|   |   |  |   |
|   | <u>RL.6.5</u>   | RL.7.5   | <u>RL.8.5</u>   |
| Progression of<br>Standard Across<br>Grades | Analyze how a particular<br>sentence, chapter, scene,<br>or stanza fits into the<br>overall structure of a text<br>and contributes to the<br>development of the<br>theme, setting, or plot. | Analyze how a drama's or<br>poem's form or structure<br>(e.g., soliloquy, sonnet)<br>contributes to its meaning. | Compare and contrast the<br>structure of two or more<br>texts and analyze how the<br>differing structure of each<br>text contributes to its<br>meaning and style. |

| RL.7.6                                      | Explain how an author develops the point of view of the narrator or speaker in a text.<br>Analyze how an author develops and contrasts the points of view of different<br>characters or narrators in a text. |  |   |  |
|---|--|--|---|--|
| To address this standar                     | d, students <i>could</i> :   |  |   |  |
|   | iew is developed within the te<br>ate multiple points of view with   |  |   |  |
| Kansas High School<br>Graduates Can:        |  |  |   |  |
|   |  |  |   |  |
|   | <u>RL.6.6</u> <b>RL.7.6</b> <u>RL.8.6</u>  |  |   |  |
| Progression of<br>Standard Across<br>Grades | Explain how an author<br>develops the point of view<br>of the narrator or speaker<br>in a text.  | Explain how an author<br>develops the point of view<br>of the narrator or speaker<br>in a text. Analyze how an<br>author develops and<br>contrasts the points of<br>view of different<br>characters or narrators in<br>a text. | Analyze how differences<br>in the points of view of the<br>characters and the<br>audience or reader (e.g.,<br>created through the use of<br>dramatic irony) create<br>such effects as suspense<br>or humor. |  |

| 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). |
|--------|---|
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#### 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.

|   | <u>RL.6.7</u>   | RL.7.7   | <u>RL.8.7</u>   |
|---|---|--|---|
| Progression of<br>Standard Across<br>Grades | Compare and contrast the<br>experience of reading a<br>story, drama, or poem to<br>listening to or viewing an<br>audio, video, or live<br>version of the text,<br>including contrasting what<br>they "see" and "hear"<br>when reading the text to<br>what they perceive when<br>they listen or watch. | Compare and contrast a<br>written story, drama, or<br>poem to its audio, filmed,<br>staged, or multimedia<br>version, analyzing the<br>effects of techniques<br>unique to each medium<br>(e.g., lighting, sound,<br>color, or camera focus and<br>angles in a film). | Analyze the extent to<br>which a filmed or live<br>production of a story or<br>drama stays faithful to or<br>departs from the text or<br>script, evaluating the<br>choices made by the<br>director or actors. |



| RL.7.8                                      | (Not applicable for literature)  |  |  |  |
|---|--|--|--|--|
| To address this stand                       | To address this standard, students <i>could</i> :  |  |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades |  |  |  |  |

| 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 standar                     | d, students <i>could</i> :   |   |  |
| period.                                     | ties and differences betwee<br>altered or used within a fic  | en a fictional and a factual acc<br>tional text.  | count of the same time   |
| Kansas High School<br>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.  |   |  |
|   |  |   |  |
|   | <u>RL.6.9</u>  | RL.7.9  | <u>RL.8.9</u>  |
| Progression of<br>Standard Across<br>Grades | Compare and contrast<br>texts in different forms<br>or genres (e.g., stories<br>and poems; historical<br>novels and fantasy<br>stories) in terms of their<br>approaches to similar<br>themes and topics. | Compare and contrast a<br>fictional portrayal of a time,<br>place, or character and a<br>historical account of the<br>same period as a means<br>of understanding how<br>authors of fiction use or<br>alter history. | Analyze how a modern<br>work of fiction draws on<br>themes, patterns of events,<br>or character types from<br>myths, traditional stories, or<br>religious works such as the<br>Bible, including describing<br>how the material is<br>rendered new. |

| RL.7.10   | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.  |  |  |  |
|---|---|--|--|--|
| To address this standar                         | d, students <i>could</i> :  |  |  |  |
| <ul> <li>Discuss with peers meaning.</li> </ul> | s the ways in which a text's  | sentence breaks and paragra  | ph breaks impact the text's  |  |
| Kansas High School<br>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). |  |  |  |
|   |   |  |  |  |
|   | <u>RL.6.10</u>  | RL.7.10  | <u>RL.8.10</u>   |  |
| Progression of<br>Standard Across<br>Grades     | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>literary texts.                                 | Use knowledge of<br>language and its<br>conventions when reading<br>to aid comprehension of<br>literary texts. | Use knowledge of language<br>and its conventions when<br>reading to aid<br>comprehension of literary<br>texts. |  |

| RL.7.11                                     | <ul> <li>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.</li> <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> |  |   |  |  |
|---|---|--|---|--|--|
| To address this standar                     | d, students <i>could</i> :  |  |   |  |  |
|   | <ul> <li>Make educated guesses about words in a text based on knowledge of Greek or Latin affixes and roots.</li> </ul>   |  |   |  |  |
| Kansas High School<br>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.  |  |   |  |  |
|   |   |  |   |  |  |
|   | <u>RL.6.11</u> <b>RL.7.11</b> <u>RL.8.11</u>  |  |   |  |  |
| Progression of<br>Standard Across<br>Grades | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 6 reading and<br>content, choosing flexibly<br>from a range of<br>strategies. (Click link<br>above for details.)  | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 7 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>or phrases based on<br>Grade 8 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(Click link above for<br>details.) |  |  |

| RL.7.12  | <ul> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>a. Interpret figures of speech in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar</li> </ul> |   |   |
|--|---|---|---|
| To address this standar  | denotations (definitions).  |   |   |
| <ul> <li>Participate in a Socratic seminar with peers, in which they closely read an excerpt from novel they are<br/>reading and discuss the language used, particular word connotations, and the meaning of the work as a<br/>whole.</li> </ul> |   |   |   |
| Kansas High School<br>Graduates Can:   | Understand word meanings, and nuances in word meanings when reading.  |   |   |
|  |   |   |   |
| Progression of<br>Standard Across<br>Grades  | <u>RL.6.12</u>  | RL.7.12   | <u>RL.8.12</u>  |
|  | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.)   | Demonstrate<br>understanding of figurative<br>language, word<br>relationships, and nuances<br>in word meanings. (See<br>details above.) | Demonstrate understanding<br>of figurative language, word<br>relationships, and nuances<br>in word meanings. (Click<br>link above for details.) |

| RL.7.13  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.                |  |  |
|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   | Interpret meaning from a variety of texts on their own.  |  |  |
|  |  |  |  |
|  | <u>RL.6.13</u>   | RL.7.13  | <u>RL.8.13</u>   |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative complexity<br>for Grade 6. | Read and comprehend<br>high quality dramas, prose<br>and poetry of appropriate<br>quantitative and<br>qualitative complexity for<br>Grade 7. | Read and comprehend<br>high quality dramas,<br>prose and poetry of<br>appropriate quantitative<br>and qualitative complexity<br>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 standar   | To address this standard, students <i>could</i> :  |  |   |  |
| <ul> <li>Refer to a text to support their ideas and assumptions when writing or speaking.</li> <li>Synthesize multiple texts and use evidence from multiple texts to support conclusions.</li> <li>Make logical inferences using textual evidence.</li> </ul> |  |  |   |  |
| Kansas High School<br>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. |  |   |  |
|   |  |  |   |  |
|   | <u>RI.6.1</u>  | RI.7.1   | <u>RI.8.1</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Cite textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text.  | Cite several pieces of<br>textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text. | Cite the textual evidence<br>that most strongly<br>supports an analysis of<br>what the text says<br>explicitly as well as<br>inferences drawn from the<br>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 <i>could</i> :   |   |   |  |
| <ul> <li>Construct an independent summary using details from the text.</li> <li>Analyze how central ideas develop over the course of a text.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |  |
|   |   |   |  |
|   | <u>RI.6.2</u>   | RI.7.2  | <u>RI.8.2</u>  |
| Progression of<br>Standard Across<br>Grades   | Determine a central idea<br>of a text and how it is<br>conveyed through<br>particular details; provide<br>a summary of the text<br>distinct from personal<br>opinions or judgments. | Determine two or more<br>central ideas in a text and<br>analyze their development<br>over the course of the<br>text; provide an objective<br>summary of the text. | Determine a central idea<br>of a text and analyze its<br>development over the<br>course of the text,<br>including its relationship<br>to supporting ideas;<br>provide an objective<br>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 standar   | To address this standard, students <i>could</i> :  |  |  |  |
| <ul> <li>Analyze how individuals, ideas, and events interact in a text.</li> <li>Analyze the effect one person, idea, or event has on another.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Extract meaning and purpose from informational text by analyzing its structure and organization.   |  |  |  |
|   |  |  |  |  |
|   | <u>RI.6.3</u>  | RI.7.3   | <u>RI.8.3</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze in detail how a<br>key individual, event, or<br>idea is introduced,<br>illustrated, and elaborated<br>in a text (e.g., through<br>examples or anecdotes).          | Analyze the interactions<br>between individuals,<br>events, and ideas in a text<br>(e.g., how ideas influence<br>individuals or events, or<br>how individuals influence<br>ideas or events). | Analyze how a text makes<br>connections among and<br>distinctions between<br>individuals, ideas, or<br>events (e.g., through<br>comparisons, analogies,<br>or categories). |  |

| 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 standar                     | d, students could:  |   |  |
| • Analyze the impact of                     | figurative language in a piece  | nd phrases presented in the te<br>e of the text.<br>es to the meaning and/or tone.  |  |
| Kansas High School<br>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.                                  |   |  |
|   |   |   |  |
|   | <u>RI.6.4</u>   | RI.7.4  | <u>RI.8.4</u>  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and technical<br>meanings.  | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and technical<br>meanings; analyze the<br>impact of a specific word<br>choice on meaning and<br>tone. | Determine the meaning of<br>words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and technical<br>meanings; analyze the<br>impact of specific word<br>choices on meaning and<br>tone, including analogies<br>or allusions to other texts. |

|   | V   |   |   |
|---|---|---|---|
| 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 standar                     | d, students <i>could</i> :  |   |   |
| -   | nose to structure the text in a<br>ctural elements of a text contr  | •   | xt and development of   |
| Kansas High School<br>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.                  |   |   |
|   |   | <b></b>   |   |
|   | <u>RI.6.5</u>   | RI.7.5  | <u>RI.8.5</u>   |
| Progression of<br>Standard Across<br>Grades | Analyze how a particular<br>sentence, paragraph,<br>chapter, or section fits into<br>the overall structure of a<br>text and contributes to the<br>development of the ideas. | Analyze the structure an<br>author uses to organize a<br>text, including how the<br>major sections contribute<br>to the whole and to the<br>development of the ideas. | Analyze in detail the<br>structure of a specific<br>paragraph in a text,<br>including the role of<br>particular sentences in<br>developing and refining a<br>key concept. |

| 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:

<u>K 1 2 3</u>

- 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<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.              |   |  |
|---|---|---|--|
|   | <u>RI.6.6</u>   | RI.7.6  | <u>RI.8.6</u>  |
| Progression of<br>Standard Across<br>Grades | Determine an author's<br>point of view or purpose<br>in a text and explain how<br>it is conveyed in the text. | Determine an author's<br>point of view or purpose in<br>a text and analyze how<br>the author distinguishes<br>his or her position from<br>that of others. | Determine an author's<br>point of view or purpose<br>in a text and analyze how<br>the author acknowledges<br>and responds to<br>conflicting evidence or<br>viewpoints. |

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<u>9-10</u>

<u>4</u>

| RI.7.7                                      | Compare and contrast a text to an audio, video, or multimedia version of the text,<br>analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech<br>affects the impact of the words). |  |   |
|---|---|--|---|
| To address this standar                     | d, students <i>could</i> :  |  |   |
| -   |   | a multimedia portrayal of the s<br>a multimedia portrayal of the s   |   |
| Kansas High School<br>Graduates Can:        | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.  |  |   |
|   |   |  |   |
|   | <u>RI.6.7</u>   | RI.7.7   | <u>RI.8.7</u>   |
| Progression of<br>Standard Across<br>Grades | Integrate information<br>presented in different<br>media or formats (e.g.,<br>visually, quantitatively)<br>as well as in words to<br>develop a coherent<br>understanding of a topic<br>or issue.                | Compare and contrast a<br>text to an audio, video, or<br>multimedia version of the<br>text, analyzing each<br>medium's portrayal of the<br>subject (e.g., how the<br>delivery of a speech affects<br>the impact of the words). | Evaluate the advantages<br>and disadvantages of using<br>different mediums (e.g.,<br>print or digital text, video,<br>multimedia) to present a<br>particular topic or idea. |

| 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 standar                     | d, students <i>could</i> :  |  |   |
| Determine if the author                     | nd specific claims in a text.<br>or has provided relevant and a<br>or has provided ample and log  |  |   |
| Kansas High School<br>Graduates Can:        | Follow the logic of an argument based on the validity of the claim and evidence presented.  |  |   |
|   |   |  |   |
|   | <u>RI.6.8</u>   | RI.7.8   | <u>RI.8.8</u>   |
| Progression of<br>Standard Across<br>Grades | Trace and evaluate the<br>argument and specific<br>claims in a text,<br>distinguishing claims that<br>are supported by reasons<br>and evidence from claims<br>that are not. | Trace and evaluate the<br>argument and specific<br>claims in a text, assessing<br>whether the reasoning is<br>sound and the evidence is<br>relevant and sufficient to<br>support the claims. | Delineate and evaluate<br>the argument and specific<br>claims in a text, assessing<br>whether the reasoning is<br>sound and the evidence is<br>relevant and sufficient;<br>recognize when irrelevant<br>evidence is introduced. |

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| 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 standar  | d, students <i>could</i> :   |  |   |
| <ul> <li>Identify the key inform</li> </ul>  | uthors' interpretations of the<br>nation used by each author.<br>interpretations of facts shape  |  |   |
| Kansas High School<br>Graduates Can:Analyze how two or more texts address similar themes or topics in order to build<br>knowledge or to compare the approaches the authors take. |  |  |   |
|  | <u>RI.6.9</u>  | RI.7.9   | <u>RI.8.9</u>   |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast<br>one author's presentation<br>of events with that of<br>another (e.g., a memoir<br>written by and a<br>biography on the same<br>person).                              | Analyze how two or more<br>authors writing about the<br>same topic shape their<br>presentations of key<br>information by<br>emphasizing different<br>evidence or advancing<br>different interpretations of<br>facts. | Analyze a case in which<br>two or more texts provide<br>conflicting information on<br>the same topic and<br>identify where the texts<br>disagree on matters of<br>fact or interpretation. |

| RI.7.10                                     | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   |   |   |
|---|---|---|---|
| To address this standar                     | d, students <i>could</i> :  |   |   |
| Select a text about a tand adults.          | opic of interest, and ask and   | answer questions about it in  | conversations with peers  |
| Kansas High School<br>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). |   |   |
|   |   |   |   |
|   | <u>RI.6.10</u>  | RI.7.10   | <u>RI.8.10</u>  |
| Progression of<br>Standard Across<br>Grades | Use knowledge of<br>language and its<br>conventions when<br>reading to improve<br>comprehension of<br>informational texts.                        | Use knowledge of<br>language and its<br>conventions when reading<br>to aid comprehension of<br>informational texts. | Use knowledge of<br>language and its<br>conventions when reading<br>to aid comprehension of<br>informational texts. |

|   |   | niormational   |   |  |
|---|---|--|---|--|
| RI.7.11<br>To address this standar          | <ul> <li>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.</li> <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> |  |   |  |
|   |   |  |   |  |
|   | ds and using effective strated  | tradition from a different geo<br>gies to determine meanings o   |   |  |
| Kansas High School<br>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.  |  |   |  |
|   |   |  |   |  |
|   | <u>RI.6.11</u>  | RI.7.11  | <u>RI.8.11</u>  |  |
| Progression of<br>Standard Across<br>Grades | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 6 reading and<br>content, choosing flexibly<br>from a range of<br>strategies. (Click link<br>above for details.)  | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>and phrases based on<br>Grade 7 reading and<br>content, choosing flexibly<br>from a range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>or phrases based on<br>Grade 8 reading and<br>content, choosing flexibly<br>from a range of<br>strategies. (Click link<br>above for details.) |  |

|  |   | lionnational   |   |
|--|---|--|---|
| RI.7.12<br>To address this standar<br>• Read two articles on o | in word meanings.<br>a. Interpret figures of s<br>b. Use the relationship<br>the words.<br>c. Distinguish among t<br>denotations (definitions)<br>cd, students could: | between particular words to he connotations (associations  | better understand each of   |
| specific words and the   | e impact those words make o   | n the tone and message of th   | e each article.   |
| Kansas High School<br>Graduates Can:                           | Linnarsiana wara maaninasi ana nijancasin wara maaninasiwnan raaaina  |  |   |
|  | <u>RI.6.12</u>  | RI.7.12  | <u>RI.8.12</u>  |
| Progression of<br>Standard Across<br>Grades                    | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.)                 | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |

| RI.7.13   | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 7.                |  |  |  |
|---|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of informational texts.   |  |  |  |
|   |  |  |  |  |
|   | <u>RI.6.13</u>   | RI.7.13  | <u>RI.8.13</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 6. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 7. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>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.

| W | ritina |  |
|---|--------|--|
|   |        |  |

| <u>W.8.1</u><br><u>W.8.4</u><br><u>W.8.7</u><br><u>W.8.10</u><br><u>W.8.12</u>      | <u>W.8.2</u><br><u>W.8.5</u><br><u>W.8.8</u><br><u>W.8.11</u>   | <u>W.8.3</u><br><u>W.8.6</u><br><u>W.8.9</u>   |
|---|---|--|
| <u>SL.8.1</u><br><u>SL.8.4</u><br><u>SL.8.7</u>                                     | <u>SL.8.2</u><br><u>SL.8.5</u><br><u>SL.8.8</u>   | <u>SL.8.3</u><br><u>SL.8.6</u>   |
| RL.8.1<br>RL.8.4<br>RL.8.7<br>RL.8.10<br>RL.8.13                                    | RL.8.2<br>RL.8.5<br>RL.8.8<br>RL.8.11   | <u>RL.8.3</u><br><u>RL.8.6</u><br><u>RL.8.9</u><br><u>RL.8.12</u>  |
| <u>RI.8.1</u><br><u>RI.8.4</u><br><u>RI.8.7</u><br><u>RI.8.10</u><br><u>RI.8.13</u> | <u>RI.8.2</u><br><u>RI.8.5</u><br><u>RI.8.8</u><br><u>RI.8.11</u>   | <u>RI.8.3</u><br><u>RI.8.6</u><br><u>RI.8.9</u><br><u>RI.8.12</u>  |
|   | W.8.4<br>W.8.7<br>W.8.10<br>W.8.12<br>SL.8.1<br>SL.8.4<br>SL.8.7<br>RL.8.7<br>RL.8.10<br>RL.8.10<br>RL.8.13<br>RL.8.10<br>RL.8.13 | W.8.4       W.8.5         W.8.7       W.8.8         W.8.10       W.8.11         W.8.12       W.8.11         SL.8.1       SL.8.2         SL.8.4       SL.8.5         SL.8.7       SL.8.8         RL.8.1       RL.8.5         RL.8.7       RL.8.8         RL.8.10       RL.8.11         RL.8.10       RL.8.11         RL.8.10       RL.8.11         RI.8.10       RI.8.5         RI.8.7       RI.8.8         RI.8.10       RI.8.11 |

#### 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.

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a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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b. Use an ellipsis to indicate an omission.

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c. Spell correctly.

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#### Range of Writing W.8.12

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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.

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#### **Comprehension and Collaboration**

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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

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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.

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- 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.

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2

RL.8.12.b Use the relationship between particular words to better understand each of the words.

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9-10

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RL.8.12.c Distinguish among the connotations (associations) of words with similar denotations (definitions).

6

#### Range of Reading and Level of Text

1

Κ

RL.8.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.

5

#### 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.



|   | Write arguments to support  | claims with clear reasons an   | d relevant evidence.  |  |
|---|---|--|---|--|
| W.8.1                                       | <ul> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |  |   |  |
| To address this standar                     | d, students <i>could</i> :  |  |   |  |
| Use relevant and created                    |   |  |   |  |
| Kansas High School<br>Graduates Can:        | Use valid reasoning and rel argument.   | evant and sufficient evidence  | to support a written  |  |
|   |   |  |   |  |
|   | <u>W.7.1</u>  | W.8.1  | <u>W.9-10.1</u>   |  |
| Progression of<br>Standard Across<br>Grades | Write arguments to<br>support claims with clear<br>reasons and relevant<br>evidence. (Click link<br>above for details.)   | Write arguments to<br>support claims with clear<br>reasons and relevant<br>evidence. (See details<br>above.) | Write arguments to<br>support claims in an<br>analysis of substantive<br>topics or texts, using valid<br>reasoning and relevant<br>and sufficient evidence.<br>(Click link above for<br>details.) |  |

| 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. |  |   |   |
|---|--|---|---|
| Kansas High School<br>Graduates Can:  | e relevant information to s<br>Create coherent, well-ou<br>ideas about a variety of  | rganized explanatory tex  |   |
|   |  |   |   |
|   | <u>W.7.2</u>   | W.8.2   | <u>W.9-10.2</u>   |
| Progression of<br>Standard Across<br>Grades   | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (Click link<br>above for details.) | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (See details<br>above.) | Write informative/<br>explanatory texts to<br>examine and convey<br>complex ideas,<br>concepts, and<br>information clearly and<br>accurately through the<br>effective selection,<br>organization, and<br>analysis of content.<br>(Click link above for<br>details.) |

|  | Write narratives to develop real or imagined experiences or events<br>using effective technique, relevant descriptive details, and well-<br>structured event sequences.   |   |  |  |
|--|---|---|--|--|
| W.8.3  | <ul> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul> |   |  |  |
| To address this stand  | ard, students <i>could</i> :  |   |  |  |
| <ul> <li>try out different word</li> <li>Engage in a writing conclusion, and word</li> </ul> | <ul> <li>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.</li> <li>Engage in a writing conference with an adult or peer to discuss the effectiveness of a conclusion, and work to improve it.</li> </ul>   |   |  |  |
| Kansas High School<br>Graduates Can:   | developed plots, chara  | sequenced real or imagine<br>cters, and dialogue.   | ed narrative texts with  |  |
|  |   |   |  |  |
|  | <u>W.7.3</u>  | W.8.3   | <u>W.9-10.3</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Write narratives to<br>develop real or<br>imagined<br>experiences or<br>events using<br>effective technique,<br>relevant descriptive<br>details, and well-<br>structured event<br>sequences. (Click<br>link above for<br>details.)  | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>relevant descriptive<br>details, and well-<br>structured event<br>sequences. (See<br>details above.) | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>well-chosen details,<br>and well-structured<br>event sequences.<br>(Click link above for<br>details.) |  |

| F  |   | nung  |  |
|--|---|---|--|
| W.8.4  | Produce clear and coherent writing in which the development,<br>organization, and style are appropriate to task, purpose, and audience.<br>(Grade-specific expectations for writing types are defined in Writing<br>standards 1–3.) |   |  |
| To address this stand  | ard, students <i>could</i> :  |   |  |
| <ul> <li>Determine the writing style that best fits a particular task, purpose, and audience, and make stylistic adjustments if a style is not appropriate.</li> <li>Compose a clear, logical piece of writing to demonstrate understanding of a topic.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:   | Create texts appropriate for specific purposes, audiences, and tasks.   |   |  |
|  |   |   |  |
|  | <u>W.7.4</u>  | W.8.4   | <u>W.9-10.4</u>  |
| Progression of<br>Standard Across<br>Grades  | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to<br>task, purpose, and<br>audience.   | Produce clear and<br>coherent writing in<br>which the development,<br>organization, and style<br>are appropriate to task,<br>purpose, and audience. | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to task,<br>purpose, and audience. |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

| With some guidance and support from adults and peers, develop and  |  |  |  |  |
|--|--|--|--|--|
| W.8.5  | strengthen writing as needed by planning, revising, editing, rewriting, or<br>trying a new approach, focusing on how well purpose and audience have<br>been addressed.   |  |  |  |
| To address this stand  | ard, students <i>could</i> :   |  |  |  |
| <ul> <li>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.</li> <li>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.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |  |  |
|  |  |  |  |  |
|  | <u>W.7.5</u>   | W.8.5  | <u>W.9-10.5</u>  |  |
| Progression of<br>Standard Across<br>Grades  | With some guidance<br>and support from adults<br>and peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach, focusing<br>on how well purpose<br>and audience have<br>been addressed. | With some guidance<br>and support from adults<br>and peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach, focusing<br>on how well purpose<br>and audience have<br>been addressed. | Develop and strengthen<br>writing as needed by<br>planning, revising,<br>editing, rewriting, or<br>trying a new approach,<br>focusing on addressing<br>what is most significant<br>for a specific purpose<br>and audience. |  |

| 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 stand                       | ard, students <i>could</i> :   |  |  |
| writing.                                    |  | y tool(s) to successfully pro  |  |
| Kansas High School<br>Graduates Can:        | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |  |  |
|   |  |  |  |
|   | <u>W.7.6</u>   | W.8.6  | <u>W.9-10.6</u>  |
| Progression of<br>Standard Across<br>Grades | Use technology,<br>including the Internet,<br>to produce and publish<br>writing and link to and<br>cite sources as well as<br>to interact and<br>collaborate with others,<br>including linking to and<br>citing sources. | Use technology,<br>including the Internet, to<br>produce and publish<br>writing and present the<br>relationships between<br>information and ideas<br>efficiently as well as to<br>interact and collaborate<br>with others. | Use technology,<br>including the Internet,<br>to produce, publish,<br>and update individual or<br>shared writing products,<br>taking advantage of<br>technology's capacity to<br>link to other information<br>and to display<br>information flexibly and<br>dynamically. |

| Conduct short research projects to answer a question (including a self- |   |   |   |  |
|---|---|---|---|--|
| W.8.7   | generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  |   |   |  |
| To address this stand   | lard, students <i>could</i> :   |   |   |  |
| Identify multiple sou   | und a central question.<br>Irces of evidence to answe<br>related questions which a  | •   | f explorations.   |  |
| Kansas High School<br>Graduates Can:                                    |   |   |   |  |
|   |   |   |   |  |
|   | <u>W.7.7</u>  | W.8.7   | <u>W.9-10.7</u>   |  |
| Progression of<br>Standard Across<br>Grades                             | Conduct short research<br>projects to answer a<br>question, drawing on<br>several sources and<br>generating additional<br>related, focused<br>questions for further<br>research and<br>investigation. | Conduct short research<br>projects to answer a<br>question (including a<br>self-generated<br>question), drawing on<br>several sources and<br>generating additional<br>related, focused<br>questions that allow for<br>multiple avenues of<br>exploration. | Conduct short as well<br>as more sustained<br>research projects to<br>answer a question<br>(including a self-<br>generated question) or<br>solve a problem;<br>narrow or broaden the<br>inquiry when<br>appropriate; synthesize<br>multiple sources on the<br>subject, demonstrating<br>understanding of the<br>subject under<br>investigation. |  |

| W.8.8<br>To address this stand              | 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.   |   |   |  |
|---|---|---|---|--|
|   | and determine the credibili<br>e information while proper<br>ard citation format.   | -   |   |  |
| Kansas High School<br>Graduates Can:        |   | a variety of sources, evalua<br>use information from mult   | •   |  |
|   |   |   |   |  |
| Progression of<br>Standard Across<br>Grades | W.7.8<br>Gather relevant<br>information from<br>multiple print and digital<br>sources, using search<br>terms effectively;<br>assess the credibility<br>and accuracy of each<br>source; and quote or<br>paraphrase the data<br>and conclusions of<br>others while avoiding<br>plagiarism and<br>following a standard<br>format for citation. | W.8.8<br>Gather relevant<br>information from<br>multiple print and digital<br>sources, using search<br>terms effectively;<br>assess the credibility<br>and accuracy of each<br>source; and quote or<br>paraphrase the data<br>and conclusions of<br>others while avoiding<br>plagiarism and<br>following a standard<br>format for citation. | W.9-10.8<br>Gather relevant<br>information from<br>multiple authoritative<br>print and digital<br>sources, using<br>advanced searches<br>effectively; assess the<br>usefulness of each<br>source in answering the<br>research question;<br>integrate information<br>into the text selectively<br>to maintain the flow of<br>ideas, avoiding<br>plagiarism and<br>following a standard<br>format for citation. |  |

| W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |   |   |   |
|---|---|---|---|
| To address this stand   | lard, students <i>could</i> :   |   |   |
| • Determine the best  | textual evidence to suppor  | t an assertion.   |   |
| Kansas High School<br>Graduates Can:  | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.      |   |   |
|   |   |   |   |
|   | <u>W.7.9</u>  | W.8.9   | <u>W.9-10.9</u>   |
| Progression of<br>Standard Across<br>Grades   | Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research. | Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research. | Draw evidence from<br>literary or informational<br>texts to support<br>analysis, reflection, and<br>research. |

<u>K 1 2 3 4 5 6 7 8 9-10</u>

<u>11-12</u>

|  |   | lung   |   |
|--|---|--|---|
| W.8.10   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> <li>b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>c. Form and use verbs in the active and passive voice.</li> <li>d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>e. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul> |  |   |
| To address this stand  | lard, students <i>could</i> :   |  |   |
| <ul> <li>Produce a piece of writing in which they use passive voice in order to achieve a particular purpose.</li> <li>Kansas High School Graduates Can:</li> <li>Accurately and effectively use standard English grammar and usage when writing.</li> </ul> |   |  |   |
|  |   |  |   |
|  | <u>W.7.10</u>   | W.8.10   | <u>W.9-10.10</u>  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.) |

| 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<br>Graduates Can:   | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.   |   |   |
|  |   |   |   |
|  | <u>W.7.11</u>   | W.8.11  | <u>W.9-10.11</u>  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) |

| winning                                     |  |  |   |  |
|---|--|--|---|--|
| 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 stand                       | ard, students could:   |  |   |  |
| Produce varied type     and/or task assigne | es and lengths of writing ba<br>d.   | sed on an understanding c  | of the discipline, purpose  |  |
| Kansas High School<br>Graduates Can:        | Write routinely over varied time frames for a range of tasks, purposes, and audiences.   |  |   |  |
|   |  |  |   |  |
|   | <u>W.7.12</u>  | W.8.12   | <u>W.9-10.12</u>  |  |
| Progression of<br>Standard Across<br>Grades | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>tasks, purposes, and<br>audiences. |  |

| SL.8.1                                      | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> |  |  |
|---|--|--|--|
| To address this stand                       | ard, students <i>could</i> :   |  |  |
| Justify their viewpoir                      | •  | discourse and incorporat<br>new, relevant information<br>formation.  |  |
| Kansas High School<br>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.   |  |  |
|   |  |  |  |
|   | <u>SL.7.1</u>  | SL.8.1   | <u>SL.9-10.1</u>   |
| Progression of<br>Standard Across<br>Grades | Engage effectively in<br>a range of<br>collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>Grade 7 topics, texts,<br>and issues, building<br>on others' ideas and<br>expressing their own<br>clearly. (Click link<br>above for details.)   | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>Grade 8 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly. (See details<br>above.) | Initiate and participate<br>effectively in a range of<br>collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>Grades 9–10 topics,<br>texts, and issues,<br>building on others'<br>ideas and expressing<br>their own clearly and<br>persuasively. (Click link<br>above for details.) |

| 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 stand   | ard, students could:  |  |   |
| <ul><li>Identify the purpose</li><li>Analyze the rational</li></ul> | of information presented file behind its use.   | rom multimedia sources.  |   |
| Kansas High School<br>Graduates Can:                                | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.  |  |   |
|   |   |  |   |
|   | <u>SL.7.2</u>   | SL.8.2   | <u>SL.9-10.2</u>  |
| Progression of<br>Standard Across<br>Grades                         | Analyze the main ideas<br>and supporting details<br>presented in diverse<br>media and formats<br>(e.g., visually,<br>quantitatively, orally)<br>and explain how the<br>ideas clarify a topic,<br>text, or issue under<br>study. | Analyze the purpose of<br>information presented<br>in diverse media and<br>formats (e.g., visually,<br>quantitatively, orally)<br>and evaluate the<br>motives (e.g., social,<br>commercial, political)<br>behind its presentation. | Integrate multiple<br>sources of information<br>presented in diverse<br>media or formats (e.g.,<br>visually, quantitatively,<br>orally) evaluating the<br>credibility and accuracy<br>of each source. |

| 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 stand                       |   |   |   |  |
| Differentiate betwee                        | n relevant and irrelevant e   | evidence.   |   |  |
| Kansas High School<br>Graduates Can:        |   |   |   |  |
|   |   | -   |   |  |
|   | <u>SL.7.3</u>   | SL.8.3  | <u>SL.9-10.3</u>  |  |
| Progression of<br>Standard Across<br>Grades | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and the<br>relevance and<br>sufficiency of the<br>evidence.                               | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and<br>relevance and<br>sufficiency of the<br>evidence and<br>identifying when<br>irrelevant evidence is<br>introduced. | Evaluate a speaker's<br>point of view, reasoning,<br>and use of evidence<br>and rhetoric, identifying<br>any fallacious reasoning<br>or exaggerated or<br>distorted evidence. |  |

| SL.8.4 | Present claims and findings, emphasizing salient points in a focused, coherent<br>manner with relevant evidence, sound valid reasoning, and well-chosen<br>details; use appropriate eye contact, adequate volume, and clear<br>pronunciation. |
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### To address this standard, students *could*:

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- 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<br>Graduates Can: | Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience. |
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|   | <u>SL.7.4</u>   | SL.8.4  | <u>SL.9-10.4</u>   |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Present claims and<br>findings, emphasizing<br>salient points in a<br>focused, coherent<br>manner with pertinent<br>descriptions, facts,<br>details, and examples;<br>use appropriate eye<br>contact, adequate<br>volume, and clear<br>pronunciation. | Present claims and<br>findings, emphasizing<br>salient points in a<br>focused, coherent<br>manner with relevant<br>evidence, sound valid<br>reasoning, and well-<br>chosen details; use<br>appropriate eye contact,<br>adequate volume, and<br>clear pronunciation. | Present information,<br>findings, and supporting<br>evidence clearly,<br>concisely, and logically<br>such that listeners can<br>follow the line of<br>reasoning and the<br>organization,<br>development, substance,<br>and style are appropriate<br>to purpose, audience,<br>and task. |

# **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<br>Graduates Can: | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |
|--------------------------------------|---|
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|   | <u>SL.7.5</u>  | SL.8.5   | <u>SL.9-10.5</u>   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Include multimedia<br>components and<br>visual displays in<br>presentations to<br>clarify claims and<br>findings and<br>emphasize salient<br>points. | Integrate multimedia<br>and visual displays into<br>presentations to clarify<br>information, strengthen<br>claims and evidence,<br>and add interest. | Make strategic use of<br>digital media (e.g.,<br>textual, graphical,<br>audio, visual, and<br>interactive elements) in<br>presentations to<br>enhance understanding<br>of findings, reasoning,<br>and evidence and to<br>add interest. |

**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*:

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• Use grade-level appropriate academic language versus informal language when presenting.

| Kansas High School<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |   |
|---|--|--|---|
|   | 01.7.0   |  |   |
| Progression of<br>Standard Across<br>Grades | SL.7.6<br>Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | SL.8.6<br>Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | SL.9-10.6<br>Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. |

| Speaking and Listening   |  |                                 |                          |  |  |
|--|--|---------------------------------|--------------------------|--|--|
|  | 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  |                                 |                          |  |  |
| SL.8.7   | subjunctive mood to achieve particular effects.  |                                 |                          |  |  |
|  | b. Form and use verbs in the active and passive voice.   |                                 |                          |  |  |
|  | <ul> <li>Form and use verbs in the indicative, imperative, interrogative,<br/>conditional, and subjunctive mood.</li> </ul>                        |                                 |                          |  |  |
|  |  | •                               | work voice and meed      |  |  |
| To address this stand  | · · · · · · · · · · · · · · · · · · ·  | rrect inappropriate shifts in   | verb voice and mood.     |  |  |
| TO address this stand  | ard, 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<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.   |                                 |                          |  |  |
|  |  |                                 |                          |  |  |
|  | <u>SL.7.7</u>  | SL.8.7                          | <u>SL.9-10.7</u>         |  |  |
| Progression of   | Progression ofDemonstrate command<br>of the conventions ofDemonstrate command<br>of the conventions ofDemonstrate command<br>of the conventions of |                                 |                          |  |  |
| Standard Across standard English standard English standard English   |  |                                 |                          |  |  |
| Grades   | grammar and usage  | grammar and usage               | grammar and usage        |  |  |
|  | when speaking. (Click  | when writing or                 | when speaking. (Click    |  |  |
|  | link above for details.)   | speaking.                       | link above for details.) |  |  |
|  |  | (See details above.)            |                          |  |  |

#### Grade 8 **Speaking and Listening** Acquire and use accurately grade-appropriate general academic and SL.8.8 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 ٠ 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. Use a variety of context-appropriate words in a range of situations, and Kansas High School engage in effective strategies for determining word meanings and adding Graduates Can: new words to a personal vocabulary bank. SL.7.8 SL.8.8 SL.9-10.8 Acquire and use Acquire and use Acquire and use accurately general accurately gradeaccurately gradeacademic and domainappropriate general appropriate general academic and domainacademic and domainspecific words and specific words and specific words and phrases, sufficient for phrases; gather phrases; gather the college and career **Progression of** vocabulary knowledge vocabulary knowledge readiness level; Standard Across when considering a when considering a demonstrate Grades word or phrase word or phrase independence in important to important to gathering vocabulary comprehension or comprehension or knowledge when expression. expression. 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 stand   | ard, students <i>could</i> :  |   |   |
| <ul> <li>Determine the most relevant evidence to support an analysis of the text.</li> <li>Determine the most relevant evidence to support an inference drawn from the text.</li> </ul> |   |   |   |
| Kansas High School<br>Graduates Can:  | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn<br>from the text. |   |   |
|   |   |   |   |
|   | <u>RL.7.1</u>   | RL.8.1  | <u>RL.9-10.1</u>  |
| Progression of<br>Standard Across<br>Grades   | Cite several pieces of<br>textual evidence to<br>support analysis of<br>what the text says<br>explicitly as well as<br>inferences drawn<br>from the text.   | Cite the textual evidence<br>that most strongly<br>supports an analysis of<br>what the text says<br>explicitly as well as<br>inferences drawn from<br>the text. | Cite strong and<br>thorough textual<br>evidence to support<br>analysis of what the text<br>says explicitly as well as<br>inferences drawn from<br>the text. |

| RL.8.2  | Determine a theme or central idea of a text and analyze its development<br>over the course of the text, including its relationship to the characters,<br>setting, and plot; provide an objective summary of the text. |  |  |
|---|---|--|--|
| To address this stand   | ard, students <i>could</i> :  |  |  |
| <ul> <li>Construct an independent summary using details from the text.</li> <li>Analyze the impact of plot elements on theme development.</li> <li>Analyze how plot elements shape a central idea over the course of the text.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |  |  |
|   |   |  |  |
|   | <u>RL.7.2</u>   | RL.8.2   | <u>RL.9-10.2</u>   |
| Progression of<br>Standard Across<br>Grades   | Determine a theme or<br>central idea of a text<br>and analyze its<br>development over the<br>course of the text;<br>provide an objective<br>summary of the text.  | Determine a theme or<br>central idea of a text and<br>analyze its development<br>over the course of the<br>text, including its<br>relationship to the<br>characters, setting, and<br>plot; provide an<br>objective summary of<br>the text. | Determine a theme or<br>central idea of a text and<br>analyze in detail its<br>development over the<br>course of the text,<br>including how it emerges<br>and is shaped and<br>refined by specific<br>details; provide an<br>objective summary of the<br>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. |  |   |  |
|---|--|--|---|--|
| To address this stand   | ard, students <i>could</i> :   |  |   |  |
| <ul> <li>Analyze the importance of dialogue in a story or drama.</li> <li>Recognize how dialogue and event(s) shape multiple aspects of a story.</li> </ul> |  |  |   |  |
| Kansas High School<br>Graduates Can:  |  |  |   |  |
|   |  |  |   |  |
|   | <u>RL.7.3</u>  | RL.8.3   | <u>RL.9-10.3</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Analyze how<br>particular elements of<br>a story or drama<br>interact (e.g., how<br>setting shapes the<br>characters or plot).                     | Analyze how particular<br>lines of dialogue or<br>incidents in a story or<br>drama propel the<br>action, reveal aspects<br>of a character, or<br>provoke a decision. | Analyze how complex<br>characters (e.g., those<br>with multiple or<br>conflicting motivations)<br>develop over the course<br>of a text, interact with<br>other characters, and<br>advance the plot or<br>develop the theme. |  |

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| word choices on meaning and tone, including analogies or allusions to other  |  |  |  |  |
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| <u>9-10.4</u>  |  |  |  |  |
| e the meaning  |  |  |  |  |
| and phrases  |  |  |  |  |
| •  |  |  |  |  |
| iding figurative   |  |  |  |  |
| otative  |  |  |  |  |
| s; analyze the   |  |  |  |  |
| e impact of  |  |  |  |  |
| vord choices   |  |  |  |  |
| ng and tone  |  |  |  |  |
| v the language   |  |  |  |  |
| sense of time  |  |  |  |  |
| ; how it sets a  |  |  |  |  |
| informal tone).  |  |  |  |  |
| RL.8.4Determine the meaning of words and phrases as they are used in a text,<br>including figurative and connotative meanings; analyze the impact of speci<br>word choices on meaning and tone, including analogies or allusions to othe<br>texts.To address this standard, students could:Interpret literal and nonliteral meanings of words and phrases presented in the text.Interpret literal and nonliteral meanings of words and phrases presented in the text.Recognize the ways in which the author's word choice and use of figurative<br>language deliberately influences meaning, tone, or mood within the contex<br>of the text.Kansas High School<br>Graduates Can:Recognize the ways in which the author's word choice and use of figurative<br>language deliberately influences meaning, tone, or mood within the contex<br>of the text.Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>impact of rhymes and<br>other repetitions of<br>sounds (e.g.,<br>alliteration) on a<br>specific verse or stanza<br>of a poem or section of<br>a story or dramaDetermine text.Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>impact of specific word<br>choices on meaning<br>analogies or allusions to<br>other texts.Determine the anality<br>of a poem or section of<br>a story or dramaDetermine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>impact of specific word<br>choices on meaning<br>analogies or allusions to<br>other texts.Determine the anality<br>other texts.Recognite text<br>meanings; analyze the<br>impact of specific word<br>choices on meaning<br>analogies or al |  |  |  |  |

| 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. |
|--|
| 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<br>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. |  |   |
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|   | <u>RL.7.5</u>  | RL.8.5   | <u>RL.9-10.5</u>  |
| Progression of<br>Standard Across<br>Grades | Analyze how a drama's<br>or poem's form or<br>structure (e.g.,<br>soliloquy, sonnet)<br>contributes to its<br>meaning.                                     | Compare and contrast<br>the structure of two or<br>more texts and analyze<br>how the differing<br>structure of each text<br>contributes to its<br>meaning and style. | Analyze how an<br>author's choices<br>concerning how to<br>structure a text, order<br>events within it (e.g.,<br>parallel plots), and<br>manipulate time (e.g.,<br>pacing, flashbacks)<br>create such effects as<br>mystery, tension, or<br>surprise. |

| 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.   |  |   |  |
|---|--|--|---|--|
| <ul> <li>To address this standard, students could:</li> <li>Explain how the author uses point of view to create different effects.</li> <li>Analyze why the author uses multiple points of view within the text.</li> </ul> |  |  |   |  |
| Kansas High School<br>Graduates Can:  | Recognize that different perspectives can be presented in different ways for different purposes.   |  |   |  |
|   |  |  |   |  |
|   | <u>RL.7.6</u>  | RL.8.6   | <u>RL.9-10.6</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Explain how an author<br>develops the point of<br>view of the narrator or<br>speaker in a text.<br>Analyze how an author<br>develops and contrasts<br>the points of view of<br>different characters or<br>narrators in a text. | Analyze how differences<br>in the points of view of<br>the characters and the<br>audience or reader<br>(e.g., created through<br>the use of dramatic<br>irony) create such<br>effects as suspense or<br>humor. | Analyze a particular<br>point of view or cultural<br>experience reflected in<br>a work of literature from<br>outside the United<br>States, drawing on a<br>wide reading of world<br>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. |
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### To address this standard, students *could*:

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- 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<br>Graduates Can:        | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.  |   |  |
|---|---|---|--|
|   | -   |   |  |
|   | <u>RL.7.7</u>   | RL.8.7  | <u>RL.9-10.7</u>   |
| Progression of<br>Standard Across<br>Grades | Compare and contrast a<br>written story, drama, or<br>poem to its audio,<br>filmed, staged, or<br>multimedia version,<br>analyzing the effects of<br>techniques unique to<br>each medium (e.g.,<br>lighting, sound, color, or<br>camera focus and<br>angles in a film). | Analyze the extent to<br>which a filmed or live<br>production of a story or<br>drama stays faithful to<br>or departs from the text<br>or script, evaluating the<br>choices made by the<br>director or actors. | Analyze the<br>representation of a<br>subject or a key scene<br>in two different artistic<br>mediums, including<br>what is emphasized or<br>absent in each<br>treatment. |

| RL.8.8  | (Not applicable for literature)  |  |  |  |
|---|--|--|--|--|
| To address this standard, students <i>could</i> : |  |  |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades       |  |  |  |  |

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| RL.8.9                                      | Analyze how a modern work of fiction draws on themes, patterns of events,<br>or character types from myths, traditional stories, or religious works such as<br>the Bible, including describing how the material is rendered new.   |   |   |  |
| To address this stand                       | ard, students could:   |   |   |  |
| -   | ry connections between the corporation of elements from the corpor | ne past and the present.<br>om a classic work contribute  | to the creation of a  |  |
| Kansas High School<br>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.  |   |   |  |
|   |  |   |   |  |
|   | <u>RL.7.9</u>  | RL.8.9  | <u>RL.9-10.9</u>  |  |
| Progression of<br>Standard Across<br>Grades | Compare and contrast<br>a fictional portrayal of<br>a time, place, or<br>character and a<br>historical account of<br>the same period as a<br>means of<br>understanding how<br>authors of fiction use<br>or alter history.  | Analyze how a modern<br>work of fiction draws on<br>themes, patterns of<br>events, or character<br>types from myths,<br>traditional stories, or<br>religious works such as<br>the Bible, including<br>describing how the<br>material is rendered new. | Analyze how an author<br>draws on and<br>transforms source<br>material in a specific<br>work. |  |

| RL.8.10   | Use knowledge of language and its conventions when reading to aid comprehension of literary texts.                |   |  |  |
|---|---|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Discuss with peers the ways in which a poem uses punctuation to impact meaning.</li> </ul> |   |   |  |  |
| Kansas High School<br>Graduates Can:  |   |   |  |  |
|   |   |   |  |  |
|   | <u>RL.7.10</u>  | RL.8.10   | <u>RL.9-10.10</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>literary texts. | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>literary texts. | Apply knowledge of<br>language to<br>understand how<br>language functions in<br>different contexts, to<br>make effective choices<br>for meaning or style,<br>and to comprehend<br>more fully when<br>reading or listening.<br>(Click link above for<br>details.) |  |

| RL.8.11                                     | <ul> <li>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.</li> <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 (e.g., precede, recede, secede).</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> |  |   |  |  |
|---|--|--|---|--|--|
| To address this stand                       | ard, students could:   |  |   |  |  |
| Use an app to find me                       | anings and pronunciations o  | of unknown words.  |   |  |  |
| Kansas High School<br>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.   |  |   |  |  |
|   |  |  |   |  |  |
|   | <u>RL.7.11</u> <b>RL.8.11</b> <u>RL.9-10.11</u>  |  |   |  |  |
| Progression of<br>Standard Across<br>Grades | Determine or clarify<br>the meaning of<br>unknown and multiple-<br>meaning words and<br>phrases based on<br>Grade 7 reading and<br>content, choosing<br>flexibly from a range of<br>strategies. (Click link<br>above for details.)   | Determine or clarify the<br>meaning of unknown and<br>multiple-meaning words<br>or phrases based on<br>Grade 8 reading and<br>content, choosing flexibly<br>from a range of<br>strategies. (See details<br>above.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on grades 9–10<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |  |  |

| RL.8.12   | <ul> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>a. Interpret figures of speech in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ul> |  |   |
|---|--|--|---|
| To address this stand   | ard, students <i>could</i> :   | ·  |   |
| <ul> <li>Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.</li> </ul> |  |  |   |
| Kansas High School<br>Graduates Can:  | Understand word meanings, and nuances in word meanings when reading.   |  |   |
|   |  |  |   |
|   | <u>RL.7.12</u>   | RL.8.12  | <u>RL.9-10.12</u>   |
| Progression of<br>Standard Across<br>Grades   | Demonstrate<br>understanding of<br>figurative language,<br>word relationships,<br>and nuances in word<br>meanings. (Click link<br>above for details.)  | Demonstrate<br>understanding of<br>figurative language, word<br>relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |

| RL.8.13   | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 8.                 |   |   |
|---|---|---|---|
| <ul> <li>To address this standard, students could:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |   |   |   |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of texts on their own.   |   |   |
|   |   |   |   |
|   | <u>RL.7.13</u>  | RL.8.13   | <u>RL.9-10.13</u>   |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 7. | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 8. | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 9. |

| 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 stand                       | ard, students <i>could</i> :  |   |   |
|   | relevant evidence to supp<br>relevant evidence to supp  | ort an analysis of the text.<br>ort an inference drawn fron   | n the text.   |
| Kansas High School<br>Graduates Can:        | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |   |   |
|   |   |   |   |
|   | <u>RI.7.1</u>   | RI.8.1  | <u>RI.9-10.1</u>  |
| Progression of<br>Standard Across<br>Grades | Cite several pieces of<br>textual evidence to<br>support analysis of<br>what the text says<br>explicitly as well as<br>inferences drawn from<br>the text.   | Cite the textual<br>evidence that most<br>strongly supports an<br>analysis of what the text<br>says explicitly as well as<br>inferences drawn from<br>the text. | Cite strong and<br>thorough textual<br>evidence to support<br>analysis of what the<br>text says explicitly as<br>well as inferences<br>drawn from the text. |

|  | Redding. mornational  |   |   |  |
|--|---|---|---|--|
| 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 stand  | ard, students could:  |   |   |  |
| <ul> <li>Analyze how central ideas develop over the course of a text.</li> <li>Explain how relevant details in a text support the central ideas.</li> <li>Construct an independent summary using details from the text.</li> </ul> |   |   |   |  |
| Kansas High School<br>Graduates Can:   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |   |  |
|  |   |   |   |  |
|  | <u>RI.7.2</u>   | RI.8.2  | <u>RI.9-10.2</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Determine two or more<br>central ideas in a text<br>and analyze their<br>development over the<br>course of the text;<br>provide an objective<br>summary of the text.                  | Determine a central<br>idea of a text and<br>analyze its development<br>over the course of the<br>text, including its<br>relationship to<br>supporting ideas;<br>provide an objective<br>summary of the text. | Determine a central<br>idea of a text and<br>analyze its<br>development over the<br>course of the text,<br>including how it<br>emerges and is shaped<br>and refined by specific<br>details; provide an<br>objective summary of<br>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).  |   |   |  |
|---|---|---|---|--|
| To address this stand                       | ard, students could:  |   |   |  |
|   | <ul> <li>Analyze connections between individuals, ideas, and events in a text.</li> <li>Analyze distinctions between individuals, ideas, and events in a text.</li> </ul>                       |   |   |  |
| Kansas High School<br>Graduates Can:        | Extract meaning and purpose from informational text by analyzing its structure and organization.  |   |   |  |
|   |   |   |   |  |
|   | <u>RI.7.3</u>   | RI.8.3  | <u>RI.9-10.3</u>  |  |
| Progression of<br>Standard Across<br>Grades | Analyze the interactions<br>between individuals,<br>events, and ideas in a<br>text (e.g., how ideas<br>influence individuals or<br>events, or how<br>individuals influence<br>ideas or events). | Analyze how a text<br>makes connections<br>among and distinctions<br>between individuals,<br>ideas, or events (e.g.,<br>through comparisons,<br>analogies, or<br>categories). | Analyze how the author<br>unfolds an analysis or<br>series of ideas or<br>events, including the<br>order in which the<br>points are made, how<br>they are introduced and<br>developed, and the<br>connections that are<br>drawn between them. |  |

| RI.8.4  | Determine the meaning of words and phrases as they are used in a text,<br>including figurative, connotative, and technical meanings; analyze the impact<br>of specific word choices on meaning and tone, including analogies or<br>allusions to other texts.   |   |  |  |  |
|---|--|---|--|--|--|
| <ul> <li>Interpret literal and r</li> <li>Understand how and</li> </ul> | <ul> <li>To address this standard, students could:</li> <li>Interpret literal and nonliteral meanings of words and phrases presented in the text.</li> <li>Understand how analogies and allusions are used within text.</li> <li>Analyze the impact of figurative language on meaning and tone.</li> </ul> |   |  |  |  |
| Kansas High School<br>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.   |   |  |  |  |
|   | -  | _   |  |  |  |
|   | <u>RI.7.4</u>  | RI.8.4  | <u>RI.9-10.4</u>   |  |  |
| Progression of<br>Standard Across<br>Grades                             | Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative,<br>connotative, and<br>technical meanings;<br>analyze the impact of a<br>specific word choice on<br>meaning and tone.  | Determine the meaning<br>of words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and<br>technical meanings;<br>analyze the impact of<br>specific word choices on<br>meaning and tone,<br>including analogies or<br>allusions to other texts. | Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative,<br>connotative, and<br>technical meanings;<br>analyze the cumulative<br>impact of specific word<br>choices on meaning<br>and tone (e.g., how the<br>language of a court<br>opinion differs from that<br>of a newspaper). |  |  |

| 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 stand                       | ard, students could:   |   |  |  |
| development of idea                         | <ul> <li>Understand how structural elements of a text contribute to the meaning of the text and development of ideas.</li> <li>Explain the role of specific sentences in expanding on a key idea.</li> </ul> |   |  |  |
| Kansas High School<br>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.   |   |  |  |
|   |  |   |  |  |
|   | <u>RI.7.5</u> <b>RI.8.5</b> <u>RI.9-10.5</u>   |   |  |  |
| Progression of<br>Standard Across<br>Grades | Analyze the structure<br>an author uses to<br>organize a text,<br>including how the major<br>sections contribute to<br>the whole and to the<br>development of the<br>ideas.                                  | Analyze in detail the<br>structure of a specific<br>paragraph in a text,<br>including the role of<br>particular sentences in<br>developing and refining<br>a key concept. | Analyze in detail how<br>an author's ideas or<br>claims are developed<br>and refined by<br>particular sentences,<br>paragraphs, or larger<br>portions of a text (e.g.,<br>a section or chapter). |  |

| 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 stand                       | ard, students <i>could</i> :  |  |  |  |
| Identify conflicting e                      | <ul> <li>Identify evidence the author uses to support their point of view in a text.</li> <li>Identify conflicting evidence or viewpoints in a text.</li> <li>Analyze how the author responds to the conflicting evidence or viewpoints.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.  |  |  |  |
|   |   | -  |  |  |
|   | <u>RI.7.6</u>   | RI.8.6   | <u>RI.9-10.6</u>   |  |
| Progression of<br>Standard Across<br>Grades | Determine an author's<br>point of view or purpose<br>in a text and analyze<br>how the author<br>distinguishes his or her<br>position from that of<br>others.  | Determine an author's<br>point of view or purpose<br>in a text and analyze<br>how the author<br>acknowledges and<br>responds to conflicting<br>evidence or viewpoints. | Determine an author's<br>point of view or purpose<br>in a text and analyze<br>how an author uses<br>rhetoric to advance that<br>point of view or<br>purpose. |  |

| 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.   |   |   |
|--|--|---|---|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Analyze the pros and cons of using print versus multimedia to portray a topic or idea.</li> </ul> |  |   |   |
| Kansas High School<br>Graduates Can:   | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.   |   |   |
|  |  |   |   |
|  | <u>RI.7.7</u>  | RI.8.7  | <u>RI.9-10.7</u>  |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast<br>a text to an audio,<br>video, or multimedia<br>version of the text,<br>analyzing each<br>medium's portrayal of<br>the subject (e.g., how<br>the delivery of a speech<br>affects the impact of the<br>words). | Evaluate the<br>advantages and<br>disadvantages of using<br>different mediums (e.g.,<br>print or digital text,<br>video, multimedia) to<br>present a particular topic<br>or idea. | Analyze various<br>accounts of a subject told<br>in different mediums<br>(e.g., a person's life story<br>in both print and<br>multimedia), determining<br>which details are<br>emphasized in each<br>account. |

**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:

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- 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<br>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<br>Standard Across<br>Grades | Trace and evaluate the<br>argument and specific<br>claims in a text,<br>assessing whether the<br>reasoning is sound and<br>the evidence is relevant<br>and sufficient to support<br>the claims. | Delineate and evaluate<br>the argument and<br>specific claims in a text,<br>assessing whether the<br>reasoning is sound and<br>the evidence is relevant<br>and sufficient; recognize<br>when irrelevant<br>evidence is introduced. | Delineate and evaluate<br>the argument and<br>specific claims in a text,<br>assessing whether the<br>reasoning is valid and<br>the evidence is relevant<br>and sufficient; identify<br>false statements and<br>fallacious reasoning. |  |

### To address this standard, students could:

- Analyze two or more texts for conflicting information.
- Evaluate the discrepancies between the texts.

| Kansas High School<br>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.   |  |   |  |  |
|---|---|--|---|--|--|
|   |   |  |   |  |  |
|   | <u>RI.7.9</u>   | RI.8.9   | <u>RI.9-10.9</u>  |  |  |
| Progression of<br>Standard Across<br>Grades | Analyze how two or<br>more authors writing<br>about the same topic<br>shape their<br>presentations of key<br>information by<br>emphasizing different<br>evidence or advancing<br>different interpretations<br>of facts. | Analyze a case in which<br>two or more texts<br>provide conflicting<br>information on the same<br>topic and identify where<br>the texts disagree on<br>matters of fact or<br>interpretation. | Analyze seminal U.S.<br>documents of historical<br>and literary<br>significance, including<br>how they address<br>related themes and<br>concepts. |  |  |

| RI.8.10                                     | Use knowledge of language and its conventions when reading to aid comprehension of informational texts.   |  |   |
|---|---|--|---|
| To address this stand                       | ard, students <i>could</i> :  |  |   |
| Select, read, and dis                       | scuss with peers a text abo   | out a career of interest to th   | ne student.   |
| Kansas High School<br>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). |  |   |
|   |   |  |   |
|   | <u>RI.7.10</u>  | RI.8.10  | <u>RI.9-10.10</u>   |
| Progression of<br>Standard Across<br>Grades | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>informational texts.                            | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>informational texts. | Apply knowledge of<br>language to understand<br>how language functions<br>in different contexts, to<br>make effective choices<br>for meaning or style,<br>and to comprehend<br>more fully when reading<br>or listening. |

| Grade 8<br>Reading: Informational           |  |  |   |  |
|---|--|--|---|--|
| RI.8.11                                     | <ul> <li>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.</li> <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 (e.g., precede, recede, secede).</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> |  |   |  |
| To address this stand                       | ard, students could:   |  |   |  |
| Read a text about p roots as clues to wo    |  | context and knowledge of C   | Greek or Latin affixes and  |  |
| Kansas High School<br>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.   |  |   |  |
|   |  |  |   |  |
|   | <u>RI.7.11</u>   | RI.8.11  | <u>RI.9-10.11</u>   |  |
| Progression of<br>Standard Across<br>Grades | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grade 7<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.)  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words or phrases based<br>on Grade 8 reading and<br>content, choosing<br>flexibly from a range of<br>strategies. (See details<br>above.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on grades 9–10<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |  |

| Reading: mormational  |   |  |   |  |
|---|---|--|---|--|
| 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: |   |  |   |  |
| To address this stand   | ard, 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<br>Graduates Can:  | Understand word meanings, and nuances in word meanings when reading.  |  |   |  |
|   |   |  |   |  |
| <u>RI.7.12</u> <b>RI.8.12</b> <u>RI.9-10.12</u>   |   |  |   |  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |  |

| RI.8.13                                     | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8.                            |  |  |  |
|---|---|--|--|--|
|   | <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |  |  |
|   |   | onal texts at of above grad  |  |  |
| Kansas High School<br>Graduates Can:        | Interpret meaning from a variety of informational texts.  |  |  |  |
|   |   |  |  |  |
|   | <u>RI.7.13</u> <b>RI.8.13</b> <u>RI.9-10.13</u>   |  |  |  |
| Progression of<br>Standard Across<br>Grades | Read and comprehend<br>high quality and<br>engaging informational<br>text of appropriate<br>quantitative and<br>qualitative complexity<br>for Grade 7.          | Read and comprehend<br>high quality and<br>engaging informational<br>text of appropriate<br>quantitative and<br>qualitative complexity<br>for Grade 8. | Read and comprehend<br>high quality and<br>engaging informational<br>text of appropriate<br>quantitative and<br>qualitative complexity<br>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.

# <u>Writing</u>

| Text Types and Purposes<br>Production and Distribution of Writing<br>Research to Build and Present Knowledge<br>Language in Writing<br>Range of Writing   | <u>W.9-10.1</u><br><u>W.9-10.4</u><br><u>W.9-10.7</u><br><u>W.9-10.10</u><br><u>W.9-10.12</u>        | W.9-10.2W.9-10.3W.9-10.5W.9-10.6W.9-10.8W.9-10.9W.9-10.11                        |   |
|---|--|--|---|
| <b>Speaking and Listening</b><br>Comprehension and Collaboration<br>Presentation of Knowledge and Ideas<br>Language in Speaking and Listening   | <u>SL.9-10.1</u><br><u>SL.9-10.4</u><br><u>SL.9-10.7</u>   | SL.9-10.2SL.9-10.3SL.9-10.5SL.9-10.6SL.9-10.8                                    |   |
| <b>Reading: Literature</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Literature<br>Range of Reading and Level of Text       | <u>RL.9-10.1</u><br><u>RL.9-10.4</u><br><u>RL. 9-10.7</u><br><u>RL.9-10.10</u><br><u>RL. 9-10.13</u> | <u>RL. 9-10.2</u><br><u>RL. 9-10.5</u><br><u>RL. 9-10.8</u><br><u>RL.9-10.11</u> | RL. 9-10.3<br>RL. 9-10.6<br>RL. 9-10.9<br>RL.9-10.12                          |
| <b>Reading: Informational</b><br>Key Ideas and Details<br>Craft and Structure<br>Integration of Knowledge and Ideas<br>Language in Reading: Informational<br>Range of Reading and Level of Text | <u>RI.9-10.1</u><br><u>RI.9-10.4</u><br><u>RI.9-10.7</u><br><u>RI.9-10.10</u><br><u>RI.9-10.13</u>   | <u>RI.9-10.2</u><br><u>RI.9-10.5</u><br><u>RI.9-10.8</u><br><u>RI.9-10.11</u>    | <u>RI.9-10.3</u><br><u>RI.9-10.6</u><br><u>RI.9-10.9</u><br><u>RI.9-10.12</u> |

#### 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.



### 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

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- 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.

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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

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RL.9-10.13 Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.

### 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.

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RI.9-10.12.b Analyze nuances in the meaning of words with similar denotations.

### Range of Reading and Level of Text

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RI.9-10.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.

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| 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 stand  | ard, students could.   |  |   |  |
|  |  | nd compose a piece of writ<br>es on the problem, and the   | •   |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning and relevant and sufficient evidence to support a written argument.                                    |  |   |  |
|  |  |  |   |  |
|  | <u>W.8.1</u>   | W.9-10.1   | <u>W.11-12.1</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Write arguments to<br>support claims with<br>clear reasons and<br>relevant evidence.<br>(Click link above for<br>details.) | Write arguments to<br>support claims in an<br>analysis of substantive<br>topics or texts, using<br>valid reasoning and<br>relevant and sufficient<br>evidence. (See details<br>above.) | Write arguments to<br>support claims in an<br>analysis of substantive<br>topics or texts, using<br>valid reasoning and<br>relevant and sufficient<br>evidence. (Click link<br>above for details.) |  |

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|  | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |  |   |  |
| W.9-10.2   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language and domain specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> |  |   |  |
| To address this stand  | ard students sould   |  |   |  |
|  | effective organizational   | structure to present com   | plex ideas and  |  |
| information.   | -  |  |   |  |
| <ul> <li>Anticipate and ackin</li> <li>Kansas High School</li> <li>Graduates Can:</li> </ul> | owledge the reader's kno<br>Create coherent, well-o<br>ideas about a variety of  | rganized explanatory tex   | ts to convey complex  |  |
|  |  |  |   |  |
|  | <u>W.8.2</u>   | W.9-10.2   | <u>W.11-12.2</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/<br>explanatory texts to<br>examine a topic and<br>convey ideas,<br>concepts, and<br>information through<br>the selection,<br>organization, and<br>analysis of relevant<br>content. (Click link<br>above for details.)   | Write informative/<br>explanatory texts to<br>examine and convey<br>complex ideas,<br>concepts, and<br>information clearly<br>and accurately<br>through the effective<br>selection,<br>organization, and<br>analysis of content.<br>(See details above.) | Write informative/<br>explanatory texts to<br>examine and convey<br>complex ideas,<br>concepts, and<br>information clearly and<br>accurately through the<br>effective selection,<br>organization, and<br>analysis of content.<br>(Click link above for<br>details.) |  |

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| W.9-10.3           | <ul> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |  |  |  |
|                    | To address this standard, students <i>could</i> :  |  |  |  |
|                    | iques to develop the progression of events in a story.   |  |  |  |
|                    | ps between events and ideas in a narrative.  |  |  |  |
| Kansas High School |  |  |  |  |
| Graduates Can:     | developed plots, characters, and dialogue.   |  |  |  |

|   | <u>W.8.3</u>   | W.9-10.3   | <u>W.11-12.3</u>   |
|---|--|--|--|
| Progression of<br>Standard Across<br>Grades | Write narratives to<br>develop real or<br>imagined<br>experiences or<br>events using<br>effective technique,<br>relevant descriptive<br>details, and well-<br>structured event<br>sequences. (Click<br>link above for<br>details.) | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>well-chosen details,<br>and well-structured<br>event sequences.<br>(See details above.) | Write narratives to<br>develop real or<br>imagined experiences<br>or events using<br>effective technique,<br>well-chosen details,<br>and well-structured<br>event sequences.<br>(Click link above for<br>details.) |

| W.9-10.4                                    | Produce clear and coherent writing in which the development,<br>organization, and style are appropriate to task, purpose, and audience.<br>(Grade-specific expectations for writing types are defined in Writing<br>standards 1–3.) |   |  |
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| To address this stand                       | ard, students <i>could</i> :  |   |  |
|   | tyle that best fits my task,<br>gical piece of writing to de  | • •   | of a topic   |
| Kansas High School<br>Graduates Can:        | ogical piece of writing to demonstrate understanding of a topic.Create texts appropriate for specific purposes, audiences, and tasks.   |   |  |
|   |   |   |  |
|   | <u>W.8.4</u>  | W.9-10.4  | <u>W.11-12.4</u>   |
| Progression of<br>Standard Across<br>Grades | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to<br>task, purpose, and<br>audience.   | Produce clear and<br>coherent writing in<br>which the development,<br>organization, and style<br>are appropriate to task,<br>purpose, and audience. | Produce clear and<br>coherent writing in<br>which the<br>development,<br>organization, and style<br>are appropriate to task,<br>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.         To address this standard, students could: |  |  |  |  |
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| Utilize writing skills  | to compose and refine a pi   | ece of writing.  |  |  |
| Kansas High School<br>Graduates Can:  |  |  |  |  |
|   |  |  |  |  |
|   | <u>W.8.5</u>   | W.9-10.5   | <u>W.11-12.5</u>   |  |
| Progression of<br>Standard Across<br>Grades   | With some guidance<br>and support from adults<br>and peers, develop and<br>strengthen writing as<br>needed by planning,<br>revising, editing,<br>rewriting, or trying a<br>new approach, focusing<br>on how well purpose<br>and audience have<br>been addressed. | Develop and strengthen<br>writing as needed by<br>planning, revising,<br>editing, rewriting, or<br>trying a new approach,<br>focusing on addressing<br>what is most significant<br>for a specific purpose<br>and audience. | Develop and strengthen<br>writing as needed by<br>planning, revising,<br>editing, rewriting, or<br>trying a new approach,<br>focusing on addressing<br>what is most significant<br>for a specific purpose<br>and audience. |  |

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| W.9-10.6                                    | Use technology, including the internet, to produce, publish, and update<br>individual or shared writing products, taking advantage of technology's<br>capacity to link to other information and to display information flexibly and<br>dynamically. |  |  |
| To address this stand                       | ard, students <i>could</i> :  |  |  |
|   | mine the proper technolog<br>between information and id   |  |  |
| Kansas High School<br>Graduates Can:        | Effectively use a variety of digital tools to produce original works both independently and collaboratively.  |  |  |
|   |   |  |  |
|   | <u>W.8.6</u>  | W.9-10.6   | <u>W.11-12.6</u>   |
| Progression of<br>Standard Across<br>Grades | Use technology,<br>including the Internet,<br>to produce and publish<br>writing and present the<br>relationships between<br>information and ideas<br>efficiently as well as to<br>interact and collaborate<br>with others.                          | Use technology,<br>including the internet, to<br>produce, publish, and<br>update individual or<br>shared writing products,<br>taking advantage of<br>technology's capacity to<br>link to other information<br>and to display<br>information flexibly and<br>dynamically. | Use technology,<br>including the internet, to<br>produce, publish, and<br>update individual or<br>shared writing products<br>in response to ongoing<br>feedback, including<br>new arguments or<br>information. |

| jects to answer a<br>a problem; narrow or<br>iple sources on the<br>nder investigation. |
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#### To address this standard, students *could*:

• Focus research around a central question.

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- 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<br/>Graduates Can:Engage in an inquiry process to build an understanding of a range of topics,<br/>and create meaningful work based on their learning.

|   | <u>W.8.7</u>  | W.9-10.7  | <u>W.11-12.7</u>  |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Conduct short research<br>projects to answer a<br>question (including a<br>self-generated<br>question), drawing on<br>several sources and<br>generating additional<br>related, focused<br>questions that allow for<br>multiple avenues of<br>exploration. | Conduct short as well<br>as more sustained<br>research projects to<br>answer a question<br>(including a self-<br>generated question) or<br>solve a problem; narrow<br>or broaden the inquiry<br>when appropriate;<br>synthesize multiple<br>sources on the subject,<br>demonstrating<br>understanding of the<br>subject under<br>investigation. | Conduct short as well<br>as more sustained<br>research projects to<br>answer a question<br>(including a self-<br>generated question) or<br>solve a problem;<br>narrow or broaden the<br>inquiry when<br>appropriate; synthesize<br>multiple sources on the<br>subject, demonstrating<br>understanding of the<br>subject under<br>investigation. |

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| W.9-10.8                                    | Gather relevant information from multiple authoritative print and digital<br>sources, using advanced searches effectively; assess the usefulness of<br>each source in answering the research question; integrate information into<br>the text selectively to maintain the flow of ideas, avoiding plagiarism and<br>following a standard format for citation. |   |   |
| To address this stand                       | lard, students could:   |   |   |
| Smoothly integrate                          |   | ly crediting sources.   |   |
| Kansas High School<br>Graduates Can:        |   | a variety of sources, evalua<br>use information from mult   |   |
|   |   |   |   |
|   | <u>W.8.8</u>  | W.9-10.8  | <u>W.11-12.8</u>  |
| Progression of<br>Standard Across<br>Grades | Gather relevant<br>information from<br>multiple print and digital<br>sources, using search<br>terms effectively;<br>assess the credibility<br>and accuracy of each<br>source; and quote or<br>paraphrase the data<br>and conclusions of<br>others while avoiding<br>plagiarism and<br>following a standard<br>format for citation.                            | Gather relevant<br>information from<br>multiple authoritative<br>print and digital<br>sources, using<br>advanced searches<br>effectively; assess the<br>usefulness of each<br>source in answering the<br>research question;<br>integrate information<br>into the text selectively<br>to maintain the flow of<br>ideas, avoiding<br>plagiarism and<br>following a standard<br>format for citation. | Gather relevant<br>information from<br>multiple authoritative<br>print and digital<br>sources, using<br>advanced searches<br>effectively; assess the<br>strengths and<br>limitations of each<br>source in terms of the<br>task, purpose, and<br>audience; integrate<br>information into the text<br>selectively to maintain<br>the flow of ideas,<br>avoiding plagiarism and<br>overreliance on any<br>one source and<br>following a standard<br>format for citation. |

| W.9-10.9                                    | Draw evidence from Grade 9-10 literary or informational texts to support analysis, reflection, and research.          |   |  |
|---|---|---|--|
| To address this stand                       | ard, students <i>could</i> :  |   |  |
| • Determine the best                        | textual evidence to support   | an assertion.   |  |
| Kansas High School<br>Graduates Can:        | Locate and use supportive to strengthen original wor  |   | from a range of text types   |
|   |   |   |  |
|   | <u>W.8.9</u>  | W.9-10.9  | <u>W.11-12.9</u>   |
| Progression of<br>Standard Across<br>Grades | Draw evidence from<br>Grade 8 literary or<br>informational texts to<br>support analysis,<br>reflection, and research. | Draw evidence from<br>Grade 9-10 literary or<br>informational texts to<br>support analysis,<br>reflection, and<br>research. | Draw evidence from<br>Grade 11-12 literary or<br>informational texts, to<br>support analysis,<br>reflection, and research. |

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| W.9-10.10   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> <li>b. Use parallel structure.</li> <li>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.</li> </ul> |   |   |
| To address this stand   | ard, students <i>could</i> :  |   |   |
| • Write an article for a publication that requires submissions to use a particular style guide. |   |   |   |
| Kansas High School<br>Graduates Can:  | Accurately and effectively use standard English grammar and usage when writing.   |   |   |
|   |   |   |   |
|   | <u>W.8.10</u>   | W.9-10.10   | <u>W.11-12.10</u>   |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing. (Click link<br>above for details.)   | Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when writing. (See<br>details above.) | Demonstrate command of<br>the conventions of standard<br>English grammar and<br>usage when writing. (Click<br>link above for details. |

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|   | Demonstrate command o<br>punctuation, and spelling  |  | dard English capitalization,   |
| W.9-10.11                                   | a. Use a semicolon to   | o link two or more closely   | related independent  |
|   | clauses.  |  |  |
|   |   | oduce a list or quotation.   |  |
|   | c. Spell correctly.   |  |  |
| To address this stand                       | lard, students <i>could</i> :   |  |  |
| Revise a piece of pewersting.               | ersonal writing to include se   | emicolons in a manner th   | at will add meaning to the   |
| Kansas High School<br>Graduates Can:        | Accurately and effectively purpose of productive cor  |  | andard English for the   |
|   |   |  |  |
|   | <u>W.8.11</u>   | W.9-10.11  | <u>W.11-12.11</u>  |
| Progression of<br>Standard Across<br>Grades | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(Click link above for<br>details.) | Demonstrate<br>command of the<br>conventions of<br>standard English<br>capitalization,<br>punctuation, and<br>spelling when writing.<br>(See details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>capitalization,<br>punctuation, and spelling<br>when writing. (Click link<br>above for details.) |

|   | •••  | iting   |   |
|---|--|---|---|
| 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 stand   | ard, students could:   |   |   |
| <ul> <li>Produce varied type<br/>and/or task assigne</li> </ul> | es and lengths of writing ba<br>d.   | sed on an understanding c   | f the discipline, purpose   |
| Kansas High School<br>Graduates Can:                            | Write routinely over varied time frames for a range of tasks, purposes, and audiences.   |   |   |
|   |  |   |   |
|   | <u>W.8.12</u>  | W.9-10.12   | <u>W.11-12.12</u>   |
| Progression of<br>Standard Across<br>Grades                     | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>discipline-specific tasks,<br>purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>tasks, purposes, and<br>audiences. | Write routinely over<br>extended time frames<br>(time for research,<br>reflection, and revision)<br>and shorter time frames<br>(a single sitting or a day<br>or two) for a range of<br>tasks, purposes. |

| SL.9-10.1                   | <ul> <li>SL.9-10.1</li> <li>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.</li> <li>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.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>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.</li> </ul> |   |   |  |
|-----------------------------|---|---|---|--|
|                             |   | rd, students <i>could</i> :   |   |  |
|                             | •   | s presented in academic on<br>the presented with new, re  | -   | the ideas of others.   |
| Kansas Hig                  | Kansas High School<br>Graduates Can:       Engage in civil discourse, and express original ideas professionally,<br>clearly, and persuasively in a variety of settings and with diverse partners<br>who both agree and disagree with their point of view.   |   |   |  |
|                             |   |   |   |  |
|                             |   | <u>SL.8.1</u>   | SL.9-10.1   | <u>SL.11-12.1</u>  |
| Progres<br>Standard<br>Grad | Across  | Engage effectively in a<br>range of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>grade 8 topics, texts,<br>and issues, building on<br>others' ideas and<br>expressing their own<br>clearly. (Click link<br>above for details.) | Initiate and participate<br>effectively in a range<br>of collaborative<br>discussions (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>grades 9-10 topics,<br>texts, and issues,<br>building on others'<br>ideas and expressing<br>their own clearly and<br>persuasively. (See<br>details above.) | Initiate and participate<br>effectively in a range<br>of collaborative<br>discussion (one-on-<br>one, in groups, and<br>teacher-led) with<br>diverse partners on<br>grades 11-12 topics,<br>texts, and issues,<br>building on others'<br>ideas and expressing<br>their own clearly and<br>persuasively. (Click<br>link above for details.) |

| 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 stand   | ard, students <i>could</i> :  |  |   |
| <ul><li>Identify the purpose</li><li>Analyze the rational</li></ul> | of information presented the behind its use.  | from multimedia sources.   |   |
| Evaluate credibility c  | of source.  |  |   |
| Kansas High School<br>Graduates Can:                                | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.  |  |   |
|   | -   |  |   |
|   | <u>SL.8.2</u>   | SL.9-10.2  | <u>SL.11-12.2</u>   |
| Progression of<br>Standard Across<br>Grades                         | Analyze the purpose of<br>information presented<br>in diverse media and<br>formats (e.g., visually,<br>quantitatively, orally)<br>and evaluate the<br>motives (e.g., social,<br>commercial, political)<br>behind its<br>presentation. | Integrate multiple<br>sources of information<br>presented in diverse<br>media or formats,<br>evaluating the<br>credibility and accuracy<br>of each source. | Integrate multiple<br>sources of information<br>presented in diverse<br>formats and media in<br>order to make informed<br>decisions and solve<br>problems, evaluating the<br>credibility and accuracy<br>of each source and<br>noting any<br>discrepancies among<br>the data. |

| 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 stand                       | ard, students <i>could</i> :  |  |   |
|   | n relevant and irrelevant<br>n credible and unsubstar<br>s use of rhetoric.   |  |   |
| Kansas High School<br>Graduates Can:        | Objectively assess the claim and supporting ev  | relevance, accuracy, and v<br>vidence.   | alidity of a speaker's  |
|   |   |  |   |
|   | <u>SL.8.3</u>   | SL.9-10.3  | <u>SL.11-12.3</u>   |
| Progression of<br>Standard Across<br>Grades | Delineate a speaker's<br>argument and specific<br>claims, evaluating the<br>soundness of the<br>reasoning and<br>relevance and<br>sufficiency of the<br>evidence and<br>identifying when<br>irrelevant evidence is<br>introduced. | Evaluate a speaker's<br>point of view,<br>reasoning, and use of<br>evidence and rhetoric,<br>identifying any<br>fallacious reasoning or<br>exaggerated or<br>distorted evidence. | Evaluate a speaker's<br>point of view, reasoning,<br>and use of evidence and<br>rhetoric, assessing the<br>stance, premises, links<br>among ideas, word<br>choice, points of<br>emphasis, and tone<br>used. |

| 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 stand                       | ard, students <i>could</i> :  |   |  |
| Incorporate common                          | n public speaking norms.  |   |  |
| Anticipate and atten                        | d to the needs of the audi  | ence.   |  |
| Identify best approach                      | ch given the purpose, auc   | lience and task.  |  |
| Kansas High School<br>Graduates Can:        |   |   |  |
|   |   |   |  |
|   | <u>SL.8.4</u>   | SL.9-10.4   | <u>SL.11-12.4</u>  |
| Progression of<br>Standard Across<br>Grades | Present claims and<br>findings, emphasizing<br>salient points in a<br>focused, coherent<br>manner with relevant<br>evidence, sound valid<br>reasoning, and well-<br>chosen details: use<br>appropriate eye<br>contact, adequate<br>volume and clear<br>pronunciation. | Present information<br>using supporting<br>evidence clearly,<br>concisely, and logically<br>for a specific purpose,<br>audience, and task | Present information<br>addressing opposing<br>viewpoints and using<br>supporting evidence,<br>clearly, concisely, and<br>logically for a specific<br>purpose, audience, and<br>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. |

#### 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<br>Graduates Can:        | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.   |  |   |
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|   |   | -  |   |
|   | <u>SL.8.5</u>   | SL.9-10.5  | <u>SL.11-12.5</u>   |
| Progression of<br>Standard Across<br>Grades | Integrate multimedia<br>and visual displays<br>into presentations to<br>clarify information,<br>strengthen claims and<br>evidence, and add<br>interest. | Make strategic use of<br>digital media in<br>presentations to<br>enhance<br>understanding of<br>findings, reasoning,<br>and evidence and to<br>add interest. | Make strategic use of<br>digital media in<br>presentations to<br>enhance understanding<br>of findings, reasoning,<br>and evidence and to<br>add interest. |

| SL.9-10.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                |  |  |  |
|---|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Use grade-level appropriate academic language versus informal language when presenting.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |  |  |
|   |  |  |  |  |
|   | <u>SL.8.6</u>  | SL.9-10.6  | <u>SL.11-12.6</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating<br>command of formal<br>English when indicated<br>or appropriate. | Adapt speech to a<br>variety of contexts and<br>tasks, demonstrating a<br>command of formal<br>English when indicated<br>or appropriate. |  |

| SL.9-10.7  | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>a. Use parallel structure.</li> <li>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.</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|
| To address this stand  | ard, students <i>could</i> :   |  |  |  |  |
| <ul> <li>View models of speeches in which the writer/speaker uses parallel structure or a particular type of<br/>phrase to achieve a specific effect, and practice similar language uses in their own work.</li> </ul> |  |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.   |  |  |  |  |
|  |  |  |  |  |  |
|  | <u>SL.8.7</u> SL.9-10.7 <u>SL.11-12.7</u>  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing or<br>speaking. (Click link<br>above for details.)   | Demonstrate<br>command of the<br>conventions of<br>standard English<br>grammar and usage<br>when speaking. (See<br>details above.) | Demonstrate command<br>of the conventions of<br>standard English<br>grammar and usage<br>when writing or<br>speaking. (Click link<br>above for details.) |  |  |

| SL.9-10.8   | Acquire and use accurately general academic and domain-specific words<br>and phrases, sufficient for reading, writing, speaking, and listening at the<br>college and career readiness level; demonstrate independence in gathering<br>vocabulary knowledge when considering a word or phrase important to<br>comprehension or expression. |  |  |  |
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| To address this standard, students <i>could</i> :   |   |  |  |  |
| • Participate in a debate with peers over an important current community or world issue, in which |   |  |  |  |

 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<br>Graduates Can: | Use a variety of context-appropriate words in a range of situations, and<br>engage in effective strategies for determining word meanings and adding<br>new words to a personal vocabulary bank. |
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|   | <u>SL.8.8</u>   | SL.9-10.8  | <u>SL.11-12.8</u>   |  |
|---|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Acquire and use<br>accurately grade-<br>appropriate general<br>academic and domain-<br>specific words and<br>phrases; gather<br>vocabulary knowledge<br>when considering a<br>word or phrase<br>important to<br>comprehension or<br>expression. | Acquire and use<br>accurately general<br>academic and domain-<br>specific words and<br>phrases, sufficient for<br>reading, writing,<br>speaking, and listening<br>at the college and<br>career readiness level;<br>demonstrate<br>independence in<br>gathering vocabulary<br>knowledge when<br>considering a word or<br>phrase important to<br>comprehension or<br>expression. | Acquire and use<br>accurately general<br>academic and domain-<br>specific words and<br>phrases, sufficient for the<br>college and career<br>readiness level;<br>demonstrate<br>independence in<br>gathering vocabulary<br>knowledge when<br>considering a word or<br>phrase important to<br>comprehension or<br>expression. |  |

<u>11-12</u>

<u>K</u>

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<u>9-10</u>

# **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<br>Graduates Can: | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn<br>from the text. |
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|   | <u>RL.8.1</u>   | RL.9-10.1   | <u>RL.11-12.1</u>  |
|---|---|---|--|
| Progression of<br>Standard Across<br>Grades | Cite the textual<br>evidence that most<br>strongly supports an<br>analysis of what the<br>text says explicitly as<br>well as inferences<br>drawn from the text. | Cite strong and<br>thorough textual<br>evidence to support<br>analysis of what the<br>text says explicitly as<br>well as inferences<br>drawn from the text. | Cite strong and thorough<br>textual evidence to<br>support analysis of what<br>the text says explicitly as<br>well as inferences drawn<br>from the text, including<br>determining where the<br>text leaves matters<br>uncertain. |

| RL.9-10.2   | Determine a theme or central idea of a text and analyze in detail its development.  |  |  |
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| To address this stand   | ard, students could:  |  |  |
| <ul> <li>Analyze development of theme and its reflection in other story elements.</li> <li>Analyze setting and its relationship to other story elements.</li> <li>Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships.</li> <li>Analyze elements of poetry and how those elements form patterns and create meaning.</li> </ul> |   |  |  |
| Kansas High School<br>Graduates Can:  |   |  |  |
| -   |   |  |  |
|   | <u>RL.8.2</u>   | RL.9-10.2  | <u>RL.11-12.2</u>  |
| Progression of<br>Standard Across<br>Grades   | Determine a theme or<br>central idea of a text<br>and analyze its<br>development over the<br>course of the text,<br>including its<br>relationship to the<br>characters, setting,<br>and plot; provide an<br>objective summary of<br>the text. | Determine a theme or<br>central idea of a text and<br>analyze in detail its<br>development over the<br>course of the text;<br>provide an objective<br>summary of the text. | Determine two or more<br>themes or central ideas<br>of a text and analyze<br>their development,<br>including how they<br>interact and build on one<br>another to produce a<br>complex account;<br>provide an objective<br>summary of the text. |

# **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<br>Graduates Can:        | Analyze elements of plot as they relate to the meaning of a text.  |  |   |
|---|--|--|---|
|   |  |  |   |
|   | <u>RL.8.3</u>  | RL.9-10.3  | <u>RL.11-12.3</u>   |
| Progression of<br>Standard Across<br>Grades | Analyze how particular<br>lines of dialogue or<br>incidents in a story or<br>drama propel the<br>action, reveal aspects<br>of a character, or<br>provoke a decision. | Analyze how complex<br>characters develop over<br>the course of a text,<br>interact with other<br>characters, and advance<br>the plot or develop the<br>theme. | Analyze the impact of<br>the author's choices<br>regarding how to<br>develop and relate<br>elements of a story or<br>drama. |

| 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 stand   | ard, students could:  |   |   |  |
| <ul> <li>Use context clues to determine meaning of unknown or unfamiliar words.</li> <li>Recognize that words have multiple meanings; apply appropriate meaning to context.</li> <li>Analyze how specific language interacts with elements of the text.</li> <li>Recognize subtleties and nuances in language.</li> </ul> |   |   |   |  |
| Kansas High School<br>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.  |   |   |  |
|   |   |   |   |  |
|   | <u>RL.8.4</u>   | RL.9-10.4   | <u>RL.11-12.4</u>   |  |
| Progression of<br>Standard Across<br>Grades   | Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>impact of specific word<br>choices on meaning<br>and tone, including<br>analogies or allusions<br>to other texts. | Determine the meaning<br>of words and phrases<br>as they are used in the<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>cumulative impact of<br>specific word choices<br>on meaning and tone. | Determine the meaning<br>of words and phrases<br>as they are used in the<br>text, including figurative<br>and connotative<br>meanings; analyze the<br>impact of specific word<br>choices on meaning<br>and tone, including<br>words with multiple<br>meanings or language<br>that is particularly fresh,<br>engaging, or beautiful. |  |

| 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 stand  | ard, students could:  |  |  |  |
| <ul> <li>Analyze text structures and organizational patterns.</li> <li>Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections.</li> </ul> |   |  |  |  |
| Kansas High School<br>Graduates Can:   |   |  |  |  |
|  |   |  |  |  |
|  | <u>RL.8.5</u>   | RL.9-10.5  | <u>RL.11-12.5</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Compare and contrast<br>the structure of two or<br>more texts and analyze<br>how the differing<br>structure of each text<br>contributes to its<br>meaning and style.  | Analyze how an<br>author's choices<br>concerning how to<br>structure a text, order<br>events within it, and<br>manipulate time create<br>such effects as mystery,<br>tension, or surprise. | Analyze how an<br>author's choices<br>concerning how to<br>structure specific parts<br>of a text contribute to its<br>overall structure and<br>meaning as well as its<br>aesthetic impact. |  |

| RL.9-10.6   | Analyze a particular point of view or cultural experience reflected in a work of literature.  |   |  |
|---|---|---|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Understands the author's intent based on context of culture and time period.</li> <li>Read a variety of texts from cultures around the world.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:  | Recognize that different perspectives can be presented in different ways for different purposes.  |   |  |
|   |   |   |  |
|   | <u>RL.8.6</u>   | RL.9-10.6   | <u>RL.11-12.6</u>  |
| Progression of<br>Standard Across<br>Grades   | Analyze how<br>differences in the points<br>of view of the<br>characters and the<br>audience or reader<br>(e.g., created through<br>the use of dramatic<br>irony) create such<br>effects as suspense or<br>humor. | Analyze a particular<br>point-of-view or cultural<br>experience reflected in a<br>work of literature. | Analyze a case in which<br>grasping a point of view<br>requires distinguishing<br>what is directly stated in<br>a text from what is really<br>meant. |

| RL.9-10.7   | Analyze and evaluate the representation of a subject or a key scene as it is represented in multiple media formats.   |  |  |
|---|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Make connections thematically or topically between different media.</li> </ul> |   |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades   | RL.8.7<br>Analyze the extent to<br>which a filmed or live<br>production of a story or<br>drama stays faithful to<br>or departs from the text<br>or script, evaluating the<br>choices made by the<br>director or actors. | <b>RL.9-10.7</b><br>Analyze and evaluate<br>the representation of a<br>subject or a key scene<br>in multiple media<br>formats. | RL.11-12.7<br>Analyze multiple<br>interpretations of a<br>story, drama, or poem<br>evaluating how each<br>version interprets the<br>source text. |

| RL.9-10.8                                   | (Not applicable for literature)  |  |  |  |
|---|--|--|--|--|
| To address this stand                       | To address this standard, students <i>could</i> :  |  |  |  |
|   |  |  |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades |  |  |  |  |

| RL.9-10.9   | Analyze how an author draws on and transforms source material in a specific work.  |   |  |
|---|--|---|--|
| <ul> <li>To address this standard, students could:</li> <li>Recognize source material in related and unrelated texts.</li> <li>Recognize an author's purpose for using source material within the context of the new work.</li> </ul> |  |   |  |
| Kansas High School<br>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.  |   |  |
|   |  |   |  |
|   | <u>RL.8.9</u>  | RL.9-10.9   | <u>RL.11-12.9</u>  |
| Progression of<br>Standard Across<br>Grades   | Analyze how a modern<br>work of fiction draws<br>on themes, patterns of<br>events, or character<br>types from myths,<br>traditional stories, or<br>religious works such<br>as the Bible, including<br>describing how the<br>material is rendered<br>new. | Analyze how an author<br>draws on and<br>transforms source<br>material in a specific<br>work. | Demonstrate knowledge<br>of foundational works of<br>American and world<br>literature, including how<br>two or more texts from<br>the same period treat<br>similar themes or topics. |

| 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 stand                       | ard, students <i>could</i> :  |   |   |  |
|   | <ul> <li>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.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:        |   |   |   |  |
|   |   |   |   |  |
|   | <u>RL.8.10</u>  | RL.9-10.10  | <u>RL.11-12.10</u>  |  |
| Progression of<br>Standard Across<br>Grades | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>literary texts.   | Apply knowledge of<br>language to understand<br>how language functions<br>in different contexts, to<br>make effective choices<br>for meaning or style,<br>and to comprehend<br>more fully when reading<br>or listening. (See details<br>above.) | Apply knowledge of<br>language to understand<br>how language functions<br>in different contexts, to<br>make effective choices<br>for meaning or style, and<br>to comprehend more<br>fully when reading. |  |

| Reading: Literature  |  |   |  |  |  |
|--|--|---|--|--|--|
| RL.9-10.11   | <ul> <li>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.</li> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</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, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> |   |  |  |  |
| To address this stand  | ard, students <i>could</i> :   |   |  |  |  |
| <ul> <li>Explain the meaning of a grade-level text or passage, including potentially unknown words, based<br/>on context.</li> </ul> |  |   |  |  |  |
| Kansas High School<br>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.   |   |  |  |  |
|  |  |   |  |  |  |
|  | <u>RL.8.11</u> <b>RL.9-10.11</b> <u>RL.11-12.11</u>  |   |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Determine or clarify<br>the meaning of<br>unknown and multiple-<br>meaning words or<br>phrases based on<br>Grade 8 reading and<br>content, choosing<br>flexibly from a range of<br>strategies. (Click link<br>above for details.)  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on grades 9–10<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on grades 11–12<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.) |  |  |

| RL.9-10.12  | <ul> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>a. Interpret figures of speech in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> |  |   |
|---|--|--|---|
| To address this stand   | ard, students could:   |  |   |
| <ul> <li>Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.</li> </ul> |  |  |   |
| Kansas High School<br>Graduates Can:  | Understand word meanings, and nuances in word meanings when reading.   |  |   |
|   |  |  |   |
|   | <u>RL.8.12</u>   | RL.9-10.12   | <u>RL.11-12.12</u>  |
| Progression of<br>Standard Across<br>Grades   | Demonstrate<br>understanding of<br>figurative language,<br>word relationships,<br>and nuances in word<br>meanings. (Click link<br>above for details.)  | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) |

| RL.9-10.13   | Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.            |  |  |  |  |
|--|---|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |   |  |  |  |  |
| Kansas High School<br>Graduates Can:   | Interpret meaning from a variety of texts on their own.   |  |  |  |  |
|  | RL.8.13 RL.9-10.13 RL.11-12.13  |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 8. | Read and comprehend<br>high quality dramas,<br>prose, and poetry of<br>appropriate quantitative<br>and qualitative<br>complexity for Grades<br>9-10. | Read and comprehend<br>literature, including<br>stories, dramas, and<br>poems. |  |  |

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| 11.3-10. | • |

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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.

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

|   | <u>RI.8.1</u>   | RI.9-10.1   | <u>RI.11-12.1</u>   |
|---|---|---|---|
| Progression of<br>Standard Across<br>Grades | Cite the textual<br>evidence that most<br>strongly supports an<br>analysis of what the<br>text says explicitly as<br>well as inferences<br>drawn from the text. | Cite strong and<br>thorough textual<br>evidence to support<br>analysis of what the text<br>says explicitly as well as<br>inferences drawn from<br>the text. | Cite strong and<br>thorough textual<br>evidence to support<br>analysis of what the<br>text says explicitly as<br>well as inferences<br>drawn from the text,<br>including determining<br>where the text leaves<br>matters uncertain. |

| RI.9-10.2                                   | <b>RI.9-10.2</b> 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 stand                       | ard, students <i>could</i> :  |   |   |  |
|   | <ul><li>Identify main idea in a text.</li><li>Explain progression and development of main idea.</li></ul>   |   |   |  |
| Kansas High School<br>Graduates Can:        | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |   |  |
|   |   |   |   |  |
|   | <u>RI.8.2</u>   | RI.9-10.2   | <u>RI.11-12.2</u>   |  |
| Progression of<br>Standard Across<br>Grades | Determine a central<br>idea of a text and<br>analyze its<br>development over the<br>course of the text,<br>including its<br>relationships to<br>supporting ideas;<br>provide an objective<br>summary of the text. | Determine a central<br>idea of a text and<br>analyze its development<br>over the course of the<br>text; provide an<br>objective summary of<br>the text. | Determine two or more<br>central ideas of a text<br>and analyze their<br>development, including<br>how they interact and<br>build on one another to<br>provide a complex<br>analysis; provide an<br>objective summary of<br>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.

#### 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 | Extract meaning and purpose from informational text by analyzing its |
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| Graduates Can:     | structure and organization.  |

|   | <u>RI.8.3</u>  | RI.9-10.3   | <u>RI.11-12.3</u>   |
|---|--|---|---|
| Progression of<br>Standard Across<br>Grades | Analyze how a text<br>makes connections<br>among and distinctions<br>between individuals,<br>ideas, or events (e.g.,<br>through comparisons,<br>analogies or<br>categories). | Analyze how the author<br>unfolds an analysis or<br>series of ideas or<br>events, including the<br>order in which the<br>points are made, how<br>they are introduced and<br>developed, and the<br>connections that are<br>drawn between them. | Analyze a complex set<br>of ideas or sequence of<br>events and explain how<br>specific individuals,<br>ideas, or events interact<br>and develop over the<br>course of the text. |

| 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 stand                       | ard, students could:   |  |   |  |  |
|   | <ul> <li>Determine connotative, denotative and technical meanings of words.</li> <li>Understand how word choice affects meaning and tone of a text.</li> </ul>   |  |   |  |  |
| Kansas High School<br>Graduates Can:        |  |  |   |  |  |
|   |  |  |   |  |  |
|   | <u>RI.8.4</u>  | RI.9-10.4  | <u>RI.11-12.4</u>   |  |  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning<br>of words or phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and<br>technical meanings;<br>analyze the impact of<br>specific word choices<br>on meaning and tone,<br>including analogies or<br>allusions to other texts. | Determine the meaning<br>of words and phrases as<br>they are used in a text,<br>including figurative,<br>connotative, and<br>technical meanings;<br>analyze the cumulative<br>impact of specific word<br>choices on meaning and<br>tone. | Determine the meaning<br>of words and phrases<br>as they are used in a<br>text, including figurative,<br>connotative, and<br>technical meanings;<br>analyze how an author<br>uses and refines the<br>meaning of a key term<br>or terms. |  |  |

| RI.9-10.5 | Analyze in detail how an |
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| 11.3-10.3 |                          |

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*:

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- 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. ٠
- Understand how parts of a text work together to develop an idea or make a claim. •

| Kansas High School<br>Graduates Can:Understand how an author uses text features and other elements to organize<br>text (e.g., How do chapters work together to build a book?) and affect<br>meaning. |
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|   | <u>RI.8.5</u>   | RI.9-10.5  | <u>RI.11-12.5</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Analyze in detail the<br>structure of a specific<br>paragraph in a text,<br>including the role of<br>particular sentences in<br>developing and refining<br>a key concept. | Analyze in detail how an<br>author's ideas or claims<br>are developed and<br>refined by particular<br>sentences, paragraphs,<br>or larger portions of a<br>text. | Analyze and evaluate<br>the effectiveness of the<br>structure an author<br>uses in his or her<br>exposition or argument,<br>including whether the<br>structure makes points<br>clear, convincing, and<br>engaging. |

| 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.                             |  |  |  |
|---|--|--|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Recognize multiple rhetorical strategies or devices used in a text.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  |  |  |  |  |
|   |  |  |  |  |
|   | <u>RI.8.6</u>  | RI.9-10.6  | <u>RI.11-12.6</u>  |  |
| Progression of<br>Standard Across<br>Grades   | Determine an author's<br>point of view or purpose<br>in a text and analyze<br>how the author<br>acknowledges and<br>responds to conflicting<br>evidence or viewpoints. | Determine an author's<br>point of view or purpose<br>in a text and analyze<br>how an author uses<br>rhetoric to advance that<br>point of view or<br>purpose. | Determine an author's<br>point of view or purpose<br>in a text in which the<br>rhetoric is particularly<br>effective, analyzing how<br>style and content<br>contribute to the power,<br>persuasiveness or<br>beauty of the text. |  |

| RI.9-10.7  | Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.   |  |  |  |
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| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Make connections between different accounts of the same topic.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:   |  |  |  |  |
| Progression of<br>Standard Across<br>Grades  | RI.8.7RI.9-10.7RI.11-12.7Evaluate the advantages<br>and disadvantages of<br>using different mediums<br>(e.g., print or digital text,<br>video, multimedia) to<br>present a particular topic<br>or idea.Analyze various<br>accounts of a subject<br>told in different media,<br>determining which<br> |  |  |  |

# **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 | Follow the logic of an argument based on the validity of the claim and |
|--------------------|--|
| Graduates Can:     | evidence presented.  |

|   | <u>RI.8.8</u>   | RI.9-10.8  | <u>RI.11-12.8</u>  |
|---|---|--|--|
| Progression of<br>Standard Across<br>Grades | Delineate and evaluate<br>the argument and<br>specific claims in a text,<br>assessing whether the<br>reasoning is sound and<br>the evidence is relevant<br>and sufficient;<br>recognize when<br>irrelevant evidence is<br>introduced. | Delineate and evaluate<br>the argument and<br>specific claims in a text,<br>assessing whether the<br>reasoning is valid and<br>the evidence is relevant<br>and sufficient; identify<br>false statements and<br>fallacious reasoning. | Delineate and evaluate<br>the reasoning in<br>seminal U.S. and world<br>texts, including the<br>application of<br>constitutional principles<br>and use of legal<br>reasoning and the<br>premises, purposes,<br>and arguments in works<br>of public advocacy. |

| RI.9-10.9  | Analyze documents of historical and literary significance, including how they address related themes and concepts.   |   |  |  |
|--|--|---|--|--|
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Make connections between historical documents.</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:   |  |   |  |  |
|  |  |   |  |  |
|  | <u>RI.8.9</u>  | RI.9-10.9   | <u>RI.11-12.9</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Analyze a case in<br>which two or more texts<br>provide conflicting<br>information on the<br>same topic and identify<br>where the texts<br>disagree on matters of<br>fact or interpretation. | Analyze documents of<br>historical and literary<br>significance, including<br>how they address<br>related themes and<br>concepts. | Analyze foundational<br>documents of historical<br>and literary significance<br>for their themes,<br>purposes, and<br>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:

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

|   | <u>RI.8.10</u>   | RI.9-10.10  | <u>RI.11-12.10</u>   |
|---|--|---|--|
| Progression of<br>Standard Across<br>Grades | Use knowledge of<br>language and its<br>conventions when<br>reading to aid<br>comprehension of<br>informational texts. | Apply knowledge of<br>language to understand<br>how language functions<br>in different contexts, to<br>make effective choices<br>for meaning or style,<br>and to comprehend<br>more fully when reading<br>or listening.<br>(See details above.) | Apply knowledge of<br>language to understand<br>how language functions<br>in different contexts, to<br>make effective choices<br>for meaning or style,<br>and to comprehend<br>more fully when<br>reading. |

| Grades 9-10<br>Reading: Informational   |   |   |   |
|---|---|---|---|
| RI.9-10.11  | Reading: Informational         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 stand   | ard, students could:  |   |   |
| <ul> <li>Read a primary source document and employ a variety of strategies in order to determine the<br/>meaning of any outdated language or colloquialisms the writer uses.</li> </ul> |   |   |   |
| Kansas High School<br>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.  |   |   |
|   |   |   |   |
|   | <u>RI.8.11</u>  | RI.9-10.11  | <u>RI.11-12.11</u>  |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words or phrases<br>based on Grade 8<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>details.)  | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on grades 9–10<br>reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(See details above.) | Determine or clarify the<br>meaning of unknown<br>and multiple-meaning<br>words and phrases<br>based on Grades 11–<br>12 reading and content,<br>choosing flexibly from a<br>range of strategies.<br>(Click link above for<br>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 figur<br>the meaning of a tex  | • •   | words, and how his or her l  | anguage contributes to  |  |
| Kansas High School<br>Graduates Can:   | Understand word meanings, and nuances in word meanings when reading.  |  |   |  |
|  |   |  |   |  |
|  | <u>RI.8.12</u>  | RI.9-10.12   | <u>RI.11-12.12</u>  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>above for details.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (See details<br>above.) | Demonstrate<br>understanding of<br>figurative language,<br>word relationships, and<br>nuances in word<br>meanings. (Click link<br>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.            |   |  |
|--|--|---|--|
| <ul> <li>To address this standard, students could:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |   |  |
| Kansas High School<br>Graduates Can:   | Interpret meaning from a variety of informational texts.   |   |  |
|  |  |   |  |
|  | <u>RI.8.13</u>   | RI.9-10.13  | <u>RI.11-12.13</u>   |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grade 8. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grades<br>9-10. | Read and comprehend<br>high quality<br>informational text of<br>appropriate quantitative<br>and qualitative<br>complexity for Grades<br>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.

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| <u>W.11-12.1</u><br><u>W.11-12.4</u><br><u>W.11-12.7</u><br><u>W.11-12.10</u><br><u>W.11-12.12</u>      | <u>W.11-12.2</u><br><u>W.11-12.5</u><br><u>W.11-12.8</u><br><u>W.11-12.11</u>   | <u>W.11-12.3</u><br><u>W.11-12.6</u><br><u>W.11-12.9</u>   |
|---|---|--|
| <u>SL.11-12.1</u><br><u>SL.11-12.4</u><br><u>SL.11-12.7</u>   | <u>SL.11-12.2</u><br><u>SL.11-12.5</u><br><u>SL.11-12.8</u>   | <u>SL.11-12.3</u><br><u>SL.11-12.6</u>   |
| RL.11-12.1<br>RL.11-12.4<br>RL.11-12.7<br>RL.11-12.10<br>RL.11-12.13                                    | RL.11-12.2<br>RL.11-12.5<br>RL.11-12.8<br>RL.11-12.11   | RL.11-12.3<br>RL.11-12.6<br>RL.11-12.9<br>RL.11-12.12  |
| <u>RI.11-12.1</u><br><u>RI.11-12.4</u><br><u>RI.11-12.7</u><br><u>RI.11-12.10</u><br><u>RI.11-12.13</u> | <u>RI.11-12.2</u><br><u>RI.11-12.5</u><br><u>RI.11-12.8</u><br><u>RI.11-12.11</u>   | <u>RI.11-12.3</u><br><u>RI.11-12.6</u><br><u>RI.11-12.9</u><br><u>RI.11-12.12</u>  |
|   | W.11-12.4         W.11-12.7         W.11-12.10         W.11-12.12         SL.11-12.1         SL.11-12.4         SL.11-12.7         RL.11-12.7         RL.11-12.10         RL.11-12.7         RL.11-12.7         RL.11-12.7         RL.11-12.7         RL.11-12.7         RL.11-12.10         RI.11-12.7         RI.11-12.10 | $\begin{array}{c} \hline W.11-12.4 & W.11-12.5 \\ \hline W.11-12.7 & W.11-12.8 \\ \hline W.11-12.10 & W.11-12.11 \\ \hline W.11-12.12 & \\ \hline SL.11-12.1 & SL.11-12.2 \\ \hline SL.11-12.4 & SL.11-12.5 \\ \hline SL.11-12.7 & SL.11-12.8 \\ \hline RL.11-12.7 & RL.11-12.8 \\ \hline RL.11-12.10 & RL.11-12.11 \\ \hline RL.11-12.13 & \\ \hline RL.11-12.7 & RL.11-12.2 \\ \hline RL.11-12.10 & RL.11-12.5 \\ \hline RL.11-12.10 & RL.11-12.11 \\ \hline \end{array}$ |

#### **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.
  - 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 wellstructured 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.



#### **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

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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.

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#### 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.aUse context as a clue to the meaning of a word or phrase.RL.11-12.11.bIdentify and correctly use patterns of word changes that indicate different<br/>meanings or parts of speech (e.g., conceive, conception, conceivable).RL.11-12.11.cConsult general and specialized reference materials (e.g., dictionaries,<br/>glossaries, thesauruses), both print and digital, to find the pronunciation<br/>of a word or determine or clarify its precise meaning, its part of speech, its<br/>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
  - RL. 11-12.12.a Interpret rigures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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#### RL.11-12.12.b Analyze nuances in the meaning of words with similar denotations.

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#### Range of Reading and Level of Text

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RL.11-12.13 Read and comprehend literature, including stories, dramas, and poems.

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#### 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. Verify the preliminary determination of the meaning of a word or phrase. RI.11-12.11.d 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

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RI.11-12.13 Read and comprehend grade-level appropriate nonfiction literature.

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|  | Write arguments to support claims in a texts, using valid reasoning and releva  | •   |  |
| W.11-12.1  | <ul> <li>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.</li> <li>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.</li> <li>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 counterclaims.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |   |  |
| To address this standard, students <i>could</i> :  |   |   |  |
| <ul> <li>Use relevant evidence to legitimately support one or more claims or arguments.</li> <li>Introduce a clear argument with regards to claims or counterclaims.</li> <li>Appropriately manage counterclaims.</li> </ul> |   |   |  |
| Kansas High School<br>Graduates Can:   | Use valid reasoning and relevant and sufficient evidence to support a written argument.   |   |  |
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|  | <u>W.9-10.1</u>   | W.11-12.1   |  |
| Progression of<br>Standard Across<br>Grades  | Write arguments to support claims in<br>an analysis of substantive topics or<br>texts, using valid reasoning and<br>relevant and sufficient evidence.   | Write arguments to support claims in<br>an analysis of substantive topics or<br>texts, using valid reasoning and<br>relevant and sufficient evidence. |  |

| W.11-12.2   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>f. Provide a concluding statement or section that follows from and</li> </ul> |  |  |
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| To address this stand   | supports the information or explanation presented.   |  |  |
| <ul> <li>To address this standard, students could:</li> <li>Use relevant and sufficient facts, definitions, details, and quotations.</li> <li>Introduce a topic and arrange ideas, concepts, and information to show interrelationships.</li> <li>Build the elements of the paper to create a unified piece.</li> <li>Format effectively and deliberately to develop a topic using graphics when needed or multimedia.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:  | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.   |  |  |
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|   | <u>W.9-10.1</u>  | W.11-12.1  |  |
| Progression of<br>Standard Across<br>Grades   | Write informative/ explanatory<br>texts to examine a topic and<br>convey ideas, concepts, and<br>information through the selection,<br>organization, and analysis of<br>relevant content.  | Write informative/explanatory texts<br>to examine and convey complex<br>ideas, concepts, and information<br>clearly and accurately through the<br>effective selection, organization,<br>and analysis of content. |  |

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|  | Write narratives to develop real or imagined experiences or events<br>using effective technique, well-chosen details, and well-structured events<br>sequences.   |  |  |
| W.11-12.3  | <ul> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> |  |  |
| To address this standard, students <i>could</i> :  |  |  |  |
| <ul> <li>Introduce a problem or situation at the beginning of the narrative.</li> <li>Establish significance of that situation to the text.</li> <li>Build towards a particular tone and outcome.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:   | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.   |  |  |
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|  | <u>W.9-10.3</u> W.11-12.3  |  |  |
| Progression of<br>Standard Across<br>Grades  | Write informative/explanatory<br>texts to examine and convey<br>complex ideas, concepts, and<br>information clearly and<br>accurately through the effective<br>selection, organization, and<br>analysis of content.  | Write narratives to develop real or<br>imagined experiences or events<br>using effective technique, well-<br>chosen details, and well-structured<br>event sequences. |  |

| W.11-12.4 | Produce clear and coherent writing in which the development,<br>organization, and style are appropriate to task, purpose, and audience.<br>(Grade-specific expectations for writing types are defined in Writing<br>standards 1–3.) |
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#### To address this standard, students *could*:

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- 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<br>Graduates Can:        | Create texts appropriate for specific purposes, audiences, and tasks.  |   |  |
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|   | <u>W.9-10.4</u>  | W.11-12.4   |  |
| Progression of<br>Standard Across<br>Grades | Produce clear and coherent writing<br>in which the development,<br>organization, and style are<br>appropriate to task, purpose, and<br>audience. | Produce clear and coherent writing in<br>which the development, organization,<br>and style are appropriate to task,<br>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. |  |  |
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| To address this stand   | lard, students <i>could</i> :  |  |  |
| <ul> <li>Collaborate with peers responding to ongoing feedback from their peers and others to help develop new arguments or information.</li> <li>Understand the writing process as important to creating an effective writing product.</li> <li>Use critical thinking to articulate their thoughts.</li> </ul> |  |  |  |
| Kansas High School<br>Graduates Can:  | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.  |  |  |
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|   | <u>W.9-10.5</u>  | W.11-12.5  |  |
| Progression of<br>Standard Across<br>Grades   | Develop and strengthen writing as<br>needed by planning, revising,<br>editing, rewriting, or trying a new<br>approach, focusing on addressing<br>what is most significant for a specific           | Develop and strengthen writing as<br>needed by planning, revising,<br>editing, rewriting, or trying a new<br>approach, focusing on addressing<br>what is most significant for a specific |  |

purpose and audience.

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purpose and audience.

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| 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 stand                          | ard, students <i>could</i> :   |   |  |
| Refine writing produce technological formation | ict and choices for media representatior ts.   | n in topics using the most advanced   |  |
| Kansas High School<br>Graduates Can:           | Effectively use a variety of digital tools to produce original works both independently and collaboratively.   |   |  |
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|  | <u>W.9-10.6</u>  | W.11-12.6   |  |
| Progression of<br>Standard Across<br>Grades    | Use technology, including the<br>Internet, to produce, publish, and<br>update individual or shared writing<br>products, taking advantage of<br>technology's capacity to link to other<br>information and to display<br>information flexible and dynamically. | Use technology, including the<br>Internet, to produce, publish, and<br>update individual or shared writing<br>products in response to ongoing<br>feedback, including new arguments<br>or information. |  |

| 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. |           |
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| To address this stand  | lard, students <i>could</i> :  |           |
| <ul> <li>Gather insight by synthesizing information by combining parts from a variety of sources into a unified understanding and cohesive text.</li> <li>Use advance search techniques from digital and print sources to answer a research question.</li> </ul> |  |           |
| Kansas High School<br>Graduates Can:   | Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.   |           |
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|  | <u>W.9-10.7</u>  | W.11-12.7 |

| W.11-12.8  | Gather relevant information from multiple authoritative print and digital<br>sources, using advanced searches effectively; assess the strengths and<br>limitations of each source in terms of the task, purpose, and audience;<br>integrate information into the text selectively to maintain the flow of ideas,<br>avoiding plagiarism and overreliance on any one source and following a<br>standard format for citation. |  |
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| <ul><li>To address this stand</li><li>Integrate informatio</li></ul> | lard, students could:<br>n effectively without plagiarizing.  |  |
|  | 5   | dress the task, audience, and purpose.   |
| Kansas High School<br>Graduates Can:                                 | <ul> <li>one single source and use standard format for citation in any medium.</li> <li>Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.</li> </ul>  |  |
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| Progression of<br>Standard Across<br>Grades                          | W.9-10.8<br>Gather relevant information from<br>multiple authoritative print and<br>digital sources, using advanced<br>searches effectively; assess the<br>usefulness of each source in<br>answering the research question;<br>integrate information into the text<br>selectively to maintain the flow of<br>ideas, avoiding plagiarism and<br>following a standard format for<br>citation.                                 | W.11-12.8<br>Gather relevant information from<br>multiple authoritative print and digital<br>sources, using advanced searches<br>effectively; assess the strengths and<br>limitations of each source in terms of<br>the task, purpose, and audience;<br>integrate information into the text<br>selectively to maintain the flow of<br>ideas, avoiding plagiarism and<br>overreliance on any one source and<br>following a standard format for<br>citation. |

| W.11-12.9  | Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.         |  |
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| To address this stand  | ard, students <i>could</i> :  |  |
| <ul> <li>Recognize canon literary foundational texts and connect those works to other works across any<br/>time period.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:   | Locate and use supportive and relevant evidence from a range of text types to strengthen original works.                |  |
| W.9-10.9 W.11-12.9   |   |  |
| Description  | <u>W.9-10.9</u>   | VV.11-12.5   |
| Progression of<br>Standard Across<br>Grades  | Draw evidence from grades 9-10<br>literary or informational texts, to<br>support analysis, reflection, and<br>research. | Draw evidence from grades 11-12<br>literary or informational texts, to<br>support analysis, reflection, and<br>research. |

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| W.11-12.10  | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>a. Vary syntax for effect, consulting references for guidance as needed.</li> <li>b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ul> |  |
| To address this stand   | ard, students <i>could</i> :  |  |
| Compose a college application essay or a job application letter, and consult appropriate reference materials as needed. |   |  |
| Kansas High School<br>Graduates Can:  | Accurately and effectively use standard English grammar and usage when writing.   |  |
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|   | <u>W.9-10.10</u>  | W.11-12.10   |
| Progression of<br>Standard Across<br>Grades   | Demonstrate command of the<br>conventions of standard English<br>grammar and usage when writing<br>or speaking. (Click link above for<br>details.)  | Demonstrate command of the<br>conventions of standard English<br>grammar and usage when writing.<br>(See details above.) |

| W.11-12.11   | <ul> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul> |   |
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| To address this stand  | lard, students <i>could</i> :  |   |
| Use models to observe an effective or creative use of hyphens. |  |   |
| Kansas High School<br>Graduates Can:                           | Accurately and effectively use the mechanics of standard English for the purpose of productive communication.  |   |
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|  | <u>W.9-10.11</u>   | W.11-12.11  |
| Progression of<br>Standard Across<br>Grades                    | Demonstrate command of the<br>conventions of standard English<br>capitalization, punctuation, and<br>spelling when writing. (Click link<br>above for details.  | Demonstrate command of the<br>conventions of standard English<br>capitalization, punctuation, and<br>spelling when writing.<br>(See details above.) |

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| 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 stand                       | ard, students <i>could</i> :   |  |
| <b>.</b> .                                  | y first drafts under varying time restricti<br>evisions when needed.   | ons and can revisit the same work to   |
| Kansas High School<br>Graduates Can:        | Write routinely over varied time frames for a range of tasks, purposes, and audiences.   |  |
|   | -  |  |
|   | <u>W.9-10.12</u>   | W.11-12.2  |
| Progression of<br>Standard Across<br>Grades | Write routinely over extended time<br>frames (time for research,<br>reflection, and revision) and shorter<br>time frames (a single sitting or a<br>day or two) for a range of tasks,<br>purposes, and audiences. | Write routinely over extended time<br>frames (time for research, reflection,<br>and revision) and shorter time frames<br>(a single sitting or a day or two) for a<br>range of tasks, purposes. |

| SL.11-12.   | 1  | Initiate and participate effectively in a range of collaborative discussion (one-<br>on-one, in groups, and teacher-led) with diverse partners on grades 11-12<br>topics, texts, and issues, building on others' ideas and expressing their own<br>clearly and persuasively. |   |  |
|---|--|--|---|--|
| To address th   | is star                                    | ndard, students <i>could</i> :   |   |  |
| <ul> <li>Address other participants' viewpoints before establishing their own opinions that synthesize the importance of the discussion.</li> <li>Take initiative to investigate further when the viewpoints of their peers fail to answer the question being researched.</li> <li>Accept and reflect critically on their viewpoints and others' to understand key concepts.</li> </ul> |  |  |   |  |
| Anchor Stand  | dard                                       | 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 Anc<br>Standard   |  |  |   |  |
|   |  |  |   |  |
|   |  | <u>SL.9-10.1</u>   | SL.11-12.1  |  |
| Progression<br>of Standard<br>Across<br>Grades  | range<br>(one-<br>led) v<br>10 to<br>on ot | e and participate effectively in a<br>of collaborative discussions<br>on-one, in groups, and teacher-<br>vith diverse partners on grades 9-<br>pics, texts, and issues, building<br>hers' ideas and expressing their<br>clearly and persuasively.                            | Initiate and participate effectively in a<br>range of collaborative discussion (one-<br>on-one, in groups, and teacher-led) with<br>diverse partners on grades 11-12 topics,<br>texts, and issues, building on others'<br>ideas and expressing their own clearly<br>and persuasively. |  |

| SL.11-12.2   | Integrate multiple sources of information presented in diverse formats and<br>media in order to make informed decisions and solve problems, evaluating<br>the credibility and accuracy of each source and noting any discrepancies<br>among the data. |   |
|--|---|---|
| <ul> <li>To address this standard, students could:</li> <li>Use multiple modalities when synthesizing information to make effective connections to their current research.</li> <li>Integrate multiple and diverse sources of information for problem-solving and informed decision-making.</li> </ul> |   |   |
| Kansas High School<br>Graduates Can:   | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.  |   |
|  | <u>SL.9-10.2</u>  | SL.11-12.2  |
| Progression of<br>Standard Across<br>Grades  | Integrate multiple sources of<br>information presented in diverse<br>media or formats, evaluating the<br>credibility and accuracy of each<br>source.  | Integrate multiple sources of<br>information presented in diverse<br>formats and media in order to make<br>informed decisions and solve<br>problems, evaluating the credibility<br>and accuracy of each source and<br>noting any discrepancies among the<br>data. |

|            | Evaluate a speaker's point of view, reasoning, and use of evidence and    |
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| SL.11-12.3 | rhetoric, assessing the stance, premises, links among ideas, word choice, |
|            | points of emphasis, and tone used.  |

#### To address this standard, students *could*:

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• Listen beyond simple reasoning where the transition goes from a passive listener to an active listener.

| Kansas High School<br>Graduates Can:        | Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.  |  |
|---|---|--|
|   | <u>SL.9-10.3</u>  | SL.11-12.3   |
| Progression of<br>Standard Across<br>Grades | Evaluate a speaker's point of view,<br>reasoning, and use of evidence<br>and rhetoric, identifying any<br>fallacious reasoning or<br>exaggerated or distorted evidence. | Evaluate a speaker's point of view,<br>reasoning, and use of evidence and<br>rhetoric, assessing the stance,<br>premises, links among ideas, word<br>choice, points of emphasis, and tone<br>used. |

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| SL.11-12.4 | Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task. |
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#### 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<br>Graduates Can:        | Prepare a variety of presentations, each with a clear line of reasoning,<br>meaningful organization, appropriate style, including information, findings, and<br>supporting evidence suitable to a specific purpose and audience. |   |
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|   | <u>SL.9-10.4</u>   | SL.11-12.4  |
| Progression of<br>Standard Across<br>Grades | Present information using<br>supporting evidence clearly,<br>concisely, and logically for a specific<br>purpose, audience, and task  | Present information addressing<br>opposing viewpoints and using<br>supporting evidence, clearly, concisely,<br>and logically for a specific purpose,<br>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.

#### 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<br>Graduates Can:        | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. |  |
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|   | <u>SL.9-10.5</u>  | SL.11-12.5   |
| Progression of<br>Standard Across<br>Grades | Make strategic use of digital media<br>in presentations to enhance<br>understanding of findings,<br>reasoning, and evidence and to<br>add interest.   | Make strategic use of digital media in<br>presentations to enhance<br>understanding of findings, reasoning,<br>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.

#### To address this standard, students could:

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- Speak to varied audiences and adapt speech as necessary.
- Use academic language when presenting professional discourse.

| Kansas High School<br>Graduates Can:        | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |
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|   | <u>SL.9-10.6</u>   | SL.11-12.6   |
| Progression of<br>Standard Across<br>Grades | Adapt speech to a variety of<br>contexts and tasks, demonstrating<br>command of formal English when<br>indicated or appropriate. | Adapt speech to a variety of contexts<br>and tasks, demonstrating a command<br>of formal English when indicated or<br>appropriate. |

| SL.11-12.7   | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>a. Vary syntax for effect, consulting references for guidance as needed.</li> <li>b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> |  |
|--|--|--|
| To address this stand  | ard, students <i>could</i> :   |  |
| <ul> <li>Read models of writing in which usage seems to be incorrect, and discuss with peers the reasons<br/>why famous or lasting works may be considered great works despite a seemingly incorrect use of<br/>language conventions.</li> </ul> |  |  |
| Kansas High School<br>Graduates Can:   | Accurately and effectively use standard English grammar and usage when speaking.   |  |
|  | <u>SL.9-10.7</u>   | SL.11-12.7   |
| Progression of<br>Standard Across<br>Grades  | Demonstrate command of the<br>conventions of standard English<br>grammar and usage when<br>speaking. (Click link above for<br>details.)  | Demonstrate command of the<br>conventions of standard English<br>grammar and usage when writing or<br>speaking. (See details above.) |

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| SL.11-12.8  | Acquire and use accurately general academic and domain-specific words<br>and phrases, sufficient for the college and career readiness level;<br>demonstrate independence in gathering vocabulary knowledge when<br>considering a word or phrase important to comprehension or expression.   |  |
| To address this stand   | ard, students <i>could</i> :  |  |
| <ul> <li>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.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:  | Use a variety of context-appropriate words in a range of situations, and<br>engage in effective strategies for determining word meanings and adding<br>new words to a personal vocabulary bank.   |  |
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|   | <u>SL.9-10.8</u>  | SL.11-12.8   |
| Progression of<br>Standard Across<br>Grades   | Acquire and use accurately general<br>academic and domain-specific<br>words and phrases, sufficient for<br>reading, writing, speaking, and<br>listening at the college and career<br>readiness level; demonstrate<br>independence in gathering<br>vocabulary knowledge when<br>considering a word or phrase<br>important to comprehension or<br>expression. | Acquire and use accurately general<br>academic and domain-specific words<br>and phrases, sufficient for the college<br>and career readiness level;<br>demonstrate independence in<br>gathering vocabulary knowledge when<br>considering a word or phrase<br>important to comprehension or<br>expression. |

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| 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 stand   | ard, students <i>could</i> :  |   |
| Read closely to supp  | port inferences in speaking, writing,   | and listening.  |
| <ul> <li>Analyze the structure of a text.</li> <li>Analyze an author's use of figurative language.</li> <li>Understand denotation and connotation.</li> </ul> |   |   |
| Kansas High School<br>Graduates Can:  | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn<br>from the text. |   |
|   |   |   |
|   | <u>RL.9-10.1</u>  | RL.11-12.1  |
| Progression of<br>Standard Across<br>Grades   | Cite strong and thorough textual<br>evidence to support analysis of<br>what the text says explicitly as<br>well as inferences drawn from<br>the text.   | Cite strong and thorough textual<br>evidence to support analysis of what the<br>text says explicitly as well as inferences<br>drawn from the text, including<br>determining where the text leaves<br>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. |  |
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| To address this stand  | ard, students <i>could</i> :  |  |
| <ul> <li>Analyze development of theme and its reflection in other story elements.</li> <li>Differentiate between plots, subplots, and parallel plots; analyze their inter-relationships.</li> <li>Analyze elements of poetry and how those elements form patterns and create meaning.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |  |
|  |   |  |
|  | <u>RL.9-10.2</u>  | RL.11-12.2   |
| Progression of<br>Standard Across<br>Grades  | Determine a theme or central idea<br>of a text and analyze in detail its<br>development over the course of<br>the text; provide an objective<br>summary of the text.  | Determine two or more themes or<br>central ideas of a text and analyze their<br>development, including how they<br>interact and build on one another to<br>produce a complex account; provide an<br>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.

#### 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<br>Graduates Can:        | Analyze elements of plot as they relate to the meaning of a text.  |  |
|---|--|--|
|   | <u>RL.9-10.3</u>   | RL.11-12.3   |
| Progression of<br>Standard Across<br>Grades | Analyze how complex characters<br>develop over the course of a text,<br>interact with other characters, and<br>advance the plot or develop the<br>theme. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. |

|   | Reading: Literature  |            |  |
|---|--|------------|--|
| RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text,<br>including figurative and connotative meanings; analyze the impact of specific<br>word choices on meaning and tone, including words with multiple meanings<br>or language that is particularly fresh, engaging, or beautiful. |            |  |
| To address this stand   | ard, students <i>could</i> :   |            |  |
| <ul> <li>Recognize that words have multiple meanings; apply appropriate meaning to context.</li> <li>Analyze how specific language interacts with elements of the text.</li> <li>Recognize subtleties and nuances in language.</li> </ul> |  |            |  |
| Kansas High School<br>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.   |            |  |
|   |  |            |  |
|   |  |            |  |
|   | <u>RL.9-10.4</u>   | RL.11-12.4 |  |

| RL.11-12.5   | Analyze how an author's choices concerning how to structure specific parts<br>of a text contribute to its overall structure and meaning as well as its<br>aesthetic impact.       |   |
|--|---|---|
| To address this stand  | ard, students <i>could</i> :  |   |
| <ul> <li>Analyze text structures and organizational patterns.</li> <li>Effectively use reading strategies to analyze time sequence before, during, and after events that evolve in the reading and their connections.</li> </ul> |   |   |
| Kansas High School<br>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.                        |   |
|  |   |   |
|  | <u>RL.9-10.5</u>  | RL.11-12.5  |
| Progression of<br>Standard Across<br>Grades  | Analyze how an author's choices<br>concerning how to structure a text,<br>order events within it, and<br>manipulate time create such effects<br>as mystery, tension, or surprise. | Analyze how an author's choices<br>concerning how to structure specific<br>parts of a text contribute to its overall<br>structure and meaning as well as its<br>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. |  |
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| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Understand how literary or rhetorical devices reveal an author's point of view.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:  | Recognize that different perspectives can be presented in different ways for different purposes.                                      |  |
|   |   |  |
| Progression of<br>Standard Across<br>Grades   | RL.9-10.6<br>Analyze a particular point-of-view or<br>cultural experience reflected in a<br>work of literature.                       | RL.11-12.6<br>Analyze a case in which grasping a<br>point of view requires distinguishing<br>what is directly stated in a text from<br>what is really meant. |

| nalyze multiple interpretations of a story, drama, or poem, evaluating how ach version interprets the source text. |
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#### To address this standard, students *could*:

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- Recognize universal or archetypal themes across different media.
- Evaluate an author's interpretation of an original piece.

| Kansas High School<br>Graduates Can:        | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |   |
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|   | <u>RL.9-10.7</u>   | RL.11-12.7  |
| Progression of<br>Standard Across<br>Grades | Analyze and evaluate the<br>representation of a subject or a key<br>scene in multiple mediums<br>including media, artistic, and other<br>visual formats. | 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)  |  |
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| To address this standard, students <i>could</i> :   |  |  |
| Kansas High School<br>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<br>Standard Across<br>Grades     Image: Constraint of the second |  |  |

| RL.11-12.9  | Demonstrate knowledge of foundational works of American and world<br>literature, including how two or more texts from the same period treat similar<br>themes or topics. |  |
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| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Make connections between texts from the same time period.</li> </ul> |  |  |
| Kansas High School<br>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.                                |  |
|   |  |  |
|   | <u>RL.9-10.9</u>   | RL.11-12.9   |
| Progression of<br>Standard Across<br>Grades   | Analyze how an author draws on<br>and transforms source material in a<br>specific work.  | Demonstrate knowledge of<br>foundational works of American and<br>world literature, including how two or<br>more texts from the same period treat<br>similar themes or topics. |

| 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. |
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• 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<br>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).                          |  |
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| Drogrossion of                              | RL.9-10.10<br>Apply knowledge of language to<br>understand how language functions  | RL.11-12.10<br>Apply knowledge of language to<br>understand how language functions in                                |
| Progression of<br>Standard Across<br>Grades | in different contexts, to make<br>effective choices for meaning or<br>style, and to comprehend more fully<br>when reading or listening. (Click<br>link above for details.) | different contexts, to make effective<br>choices for meaning or style, and to<br>comprehend more fully when reading. |

| Reading: Literature   |   |   |
|---|---|---|
| RL.11-12.11   | <ul> <li>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.</li> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> |   |
| To address this stand   | ard. students <i>could</i> :  |   |
| <ul> <li>Explain the meaning of a grade-level text or passage, including potentially unknown words, based on context.</li> <li>Understand vocabulary and word use in a variety of contexts by consistently</li> </ul> |   |   |
| Kansas High School<br>Graduates Can:  | building knowledge of new words, as well as employing strategies for<br>determining meanings of unfamiliar words.   |   |
|   |   |   |
|   | <u>RL.9-10.11</u>   | RL.11-12.11   |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the meaning of<br>unknown and multiple-meaning<br>words and phrases based on<br>grades 9–10 reading and content,<br>choosing flexibly from a range of<br>strategies. (Click link above for<br>details.)  | Determine or clarify the meaning of<br>unknown and multiple-meaning words<br>and phrases based on grades 11–12<br>reading and content, choosing flexibly<br>from a range of strategies. (See details<br>above.) |

| RL.11-12.12   | <ul> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> |   |
|---|---|---|
| To address this stand   |   |   |
| <ul> <li>Analyze a poem and work to understand each of the words, their connotations, and how they impact the meaning of the poem.</li> </ul> |   |   |
| Kansas High School<br>Graduates Can:  | Understand word meanings, and nuances in word meanings when reading.  |   |
|   |   |   |
|   | <u>RL.9-10.12</u>   | RL.11-12.12   |
| Progression of<br>Standard Across<br>Grades   | Demonstrate understanding of<br>figurative language, word<br>relationships, and nuances in word<br>meanings. (Click link above for<br>details.)   | Demonstrate understanding of<br>figurative language, word relationships,<br>and nuances in word meanings. (See<br>details above.) |

| RL.11-12.13  | Read and comprehend literature, including stories, dramas, and poems.   |  |
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| <ul> <li>To address this standard, students <i>could</i>:</li> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul> |   |  |
| Kansas High School<br>Graduates Can:   | Interpret meaning from a variety of texts on their own.   |  |
|  |   |  |
|  | <u>RL.9-10.13</u>   | RL.11-12.13  |
| Progression of<br>Standard Across<br>Grades  | Read and comprehend high quality<br>dramas, prose, and poetry of<br>appropriate quantitative and<br>qualitative complexity for Grades 9-<br>10. | Read and comprehend literature,<br>including stories, dramas, and poems. |

**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.

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| Kansas High School<br>Graduates Can:        | Read closely through multiple interactions with a text in order to determine<br>what the text says explicitly and to make logical inferences; cite specific<br>textual evidence when writing or speaking to support conclusions drawn from<br>the text. |  |
|---|---|--|
|   |   |  |
| Progression of<br>Standard Across<br>Grades | RI.9-10.1<br>Cite strong and thorough textual<br>evidence to support analysis of<br>what the text says explicitly as well<br>as inferences drawn from the text.   | <b>RI.11-12.1</b><br>Cite strong and thorough textual<br>evidence to support analysis of what<br>the text says explicitly as well as<br>inferences drawn from the text,<br>including determining where the text<br>leaves matters uncertain. |

| Reading: Informational  |  |  |  |
|---|--|--|--|
| RI.11-12.2  | Determine two or more central ideas of a text and analyze their development<br>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 stand   | lard, students <i>could</i> :  |  |  |
| Identify two or more  | central ideas in a text.   |  |  |
| <ul> <li>Explain developmer</li> </ul>  | nt and interaction and inter-relationship  | os of central ideas.   |  |
| <ul> <li>Understand how rel</li> </ul>  | ationships between multiple ideas cre  | ates a deeper, richer understanding.   |  |
| Kansas High School<br>Graduates Can:Determine central ideas or themes of a text and analyze their development;<br>summarize the key supporting details and ideas. |  |  |  |
|   | <u>RI.9-10.2</u>   | RI.11-12.2   |  |
| Progression of<br>Standard Across<br>Grades   | Determine a central idea of a text<br>and analyze its development over<br>the course of the text, provide an<br>objective summary of the text.           | Determine two or more central ideas of<br>a text and analyze their development<br>over the course of the text, including<br>how they interact and build on one<br>another to provide a complex analysis;<br>provide an objective summary of the<br>text. |  |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

| 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 |
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|            | 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 | Extract meaning and purpose from informational text by analyzing its |
|--------------------|--|
| Graduates Can:     | structure and organization.  |

|   | <u>RI.9-10.3</u>   | RI.11-12.3  |
|---|--|---|
| Progression of<br>Standard Across<br>Grades | Analyze how the author unfolds an<br>analysis or series of ideas or<br>events, including the order in which<br>the points are made, how they are<br>introduced and developed, and the<br>connections that are drawn<br>between them. | Analyze a complex set of ideas or<br>sequence of events and explain how<br>specific individuals, ideas, or events<br>interact and develop over the course of<br>the text. |

<u>K 1 2 3 4 5 6 7 8 9-10 11-12</u>

|            | Determine the meaning of words and phrases as they are used in a text,    |
|------------|---|
| RI.11-12.4 | 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:

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11-12

- 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<br>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.   |   |
|---|--|---|
|   | <u>RI.9-10.4</u>   | RI.11-12.4  |
| Progression of<br>Standard Across<br>Grades | Determine the meaning of words and<br>phrases as they are used in a text,<br>including figurative, connotative, and<br>technical meanings; analyze the<br>cumulative impact of specific word<br>choices on meaning and tone. | Determine the meaning of words and<br>phrases as they are used in a text,<br>including figurative, connotative, and<br>technical meanings; analyze how an<br>author uses and refines the meaning<br>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. |   |  |
|---|--|---|--|
| To address this stand   | ard, students <i>could</i> :   |   |  |
| <ul><li>Evaluate the effectiveness of how the author structured the text.</li><li>Determine if the structure is clear and convincing.</li></ul> |  |   |  |
| Kansas High School<br>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.                                 |   |  |
|   |  |   |  |
|   | <u>RI.9-10.5</u>   | RI.11-12.5  |  |
| Progression of<br>Standard Across<br>Grades   | 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<br>effectiveness of the structure an<br>author uses in his or her exposition or<br>argument, including whether the<br>structure makes points clear,<br>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.  |

#### To address this standard, students *could*:

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- 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<br>Graduates Can:        | Recognize that different perspectives can be presented in different ways for different purposes.   |   |
|---|--|---|
|   | RI.9-10.6  | RI.11-12.6  |
| Progression of<br>Standard Across<br>Grades | Determine an author's point of view<br>or purpose in a text and analyze<br>how an author uses rhetoric to<br>advance that point of view or<br>purpose. | Determine an author's point of view or<br>purpose in a text in which the rhetoric<br>is particularly effective, analyzing how<br>style and content contribute to the<br>power, persuasiveness or beauty of<br>the text. |

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| 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 stand  | ard, students <i>could</i> :  |   |
| <ul> <li>Address issues posed by investigating and synthesizing multiple sources.</li> <li>Evaluate appropriateness and effectiveness of informational texts.</li> </ul> |   |   |
| Kansas High School<br>Graduates Can:   | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.    |   |
|  |   |   |
|  | <u>RI.9-10.7</u>  | RI.11-12.7  |
| Progression of<br>Standard Across<br>Grades  | Analyze various accounts of a<br>subject told in different mediums,<br>determining which details are<br>emphasized in each account.                         | Integrate and evaluate multiple<br>sources of information presented in<br>media or formats as well as in words in<br>order to address a question or solve a<br>problem. |

#### 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<br>Graduates Can:        | Follow the logic of an argument based on the validity of the claim and evidence presented.   |  |
|---|--|--|
|   | <u>RI.9-10.8</u>   | RI.11-12.8   |
| Progression of<br>Standard Across<br>Grades | Delineate and evaluate the<br>argument and specific claims in a<br>text, assessing whether the<br>reasoning is valid and the evidence<br>is relevant and sufficient; identify<br>false statements and fallacious<br>reasoning. | Delineate and evaluate the reasoning<br>in seminal U.S. and world texts,<br>including the application of<br>constitutional principles and use of<br>legal reasoning and the premises,<br>purposes, and arguments in works of<br>public advocacy. |

| <b>RI.11-12.9</b> Analyze foundational documents of historical and literary significance for their themes, purposes, and rhetorical features. |
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#### To address this standard, students *could*:

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- Make connections between historical documents.
- Examine and evaluate significant foundational U.S. documents.

| Kansas High School<br>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. |  |
|---|---|--|
|   | <u>RI.9-10.9</u>  | RI.11-12.9   |
| Progression of<br>Standard Across<br>Grades | Analyze documents of historical and<br>literary significance, including how<br>they address related themes and<br>concepts.               | Analyze foundational documents of<br>historical and literary significance for<br>their themes, purposes, and rhetorical<br>features. |

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

|   | <u>RI.9-10.10</u>   | RI.11-12.10  |
|---|---|--|
| Progression of<br>Standard Across<br>Grades | Apply knowledge of language to<br>understand how language functions<br>in different contexts, to make<br>effective choices for meaning or<br>style, and to comprehend more fully<br>when reading or listening.<br>(Click link above for details.) | Apply knowledge of language to<br>understand how language functions in<br>different contexts, to make effective<br>choices for meaning or style, and to<br>comprehend more fully when reading. |

|   | Reading: information  | liai  |  |  |
|---|---|---|--|--|
| RI.11-12.11   | <ul> <li>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.</li> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</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, its part of speech, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> |   |  |  |
| <ul> <li>To address this standard, students <i>could</i>:</li> <li>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.</li> </ul> |   |   |  |  |
| Kansas High School<br>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.  |   |  |  |
|   |   |   |  |  |
|   | <u>RI.9-10.11</u>   | RI.11-12.11   |  |  |
| Progression of<br>Standard Across<br>Grades   | Determine or clarify the meaning of<br>unknown and multiple-meaning<br>words and phrases based on<br>grades 9–10 reading and content,<br>choosing flexibly from a range of<br>strategies. (Click link above for<br>details.)  | Determine or clarify the meaning of<br>unknown and multiple-meaning words<br>and phrases based on Grades 11–12<br>reading and content, choosing flexibly<br>from a range of strategies. |  |  |

| Grades 11-12<br>Reading: Informational   |  |   |  |  |
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| RI.11-12.12  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |   |  |  |
| To address this standard, students <i>could</i> :  |  |   |  |  |
| <ul> <li>Read an informational text from the same time period as a novel read in class, and discuss the<br/>author's use of figures of speech and specific words, and how his or her language contributes to<br/>the meaning of a text.</li> </ul> |  |   |  |  |
| Kansas High School<br>Graduates Can:   | Understand word meanings, and nuances in word meanings when reading.   |   |  |  |
|  |  |   |  |  |
|  | <u>RI.9-10.12</u>  | RI.11-12.12   |  |  |
| Progression of<br>Standard Across<br>Grades  | Demonstrate understanding of<br>figurative language, word<br>relationships, and nuances in word<br>meanings. (Click link above for<br>details.)  | Demonstrate understanding of<br>figurative language, word<br>relationships, and nuances in word<br>meanings. (See details above.) |  |  |

| RI.11-12.13   | Read and comprehend grade-level appropriate nonfiction literature. |  |  |  |
|---|--|--|--|--|
| <ul> <li>For this standard, successful eleventh and twelfth grade students could:</li> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul> |  |  |  |  |
| Kansas High School<br>Graduates Can:  | Interpret meaning from a variety of informational texts.           |  |  |  |
|   |  |  |  |  |
|   | <u>RI.9-10.13</u>  | RI.11-12.13  |  |  |
| Progression of<br>Standard Across<br>Grades   | Read and comprehend grade-level nonfiction literature.             | Read and comprehend grade-level appropriate nonfiction literature. |  |  |