

Grade K

Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

(Adopted February 2018 by Olathe Public Schools Board of Education)



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

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Reading: Informational

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Craft and Structure	RI.K.4	RI.K.5	RI.K.6
Integration of Knowledge and Ideas	RI.K.7	RI.K.8	RI.K.9
Language in Reading: Informational	RI.K.10	RI.K.11	RI.K.12
Range of Reading and Text Complexity	RI.K.13		

Kindergarten Writing

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 standard 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.
- 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

- W.K.12 (Begins in grade 3)

Kindergarten

Speaking and Listening

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

- 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.

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 one-to-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

- 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.

Range of Reading and Level of Text

- 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

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

Kindergarten Writing

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 . . .).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • State their opinions through writing, drawing, and speaking. • Visit the library and answer questions about their book choices or preferences. • Talk with peers about their favorite part of a book they have experienced through either read-aloud or independently. 			
Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.		
Progression of Standard Across Grades	CL.W.p4.1	W.K.1	<u>W.1.1</u>
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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 . . .).	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.

Kindergarten Writing

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.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • 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 Graduates Can:	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.		
Progression of Standard Across Grades	CL.W.p4.1	W.K.2	<u>W.1.2</u>
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Kindergarten Writing

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.
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To address this standard, students *could*:

- Attend a school event such as a field day or school carnival, and share through drawing, dictating, and writing what they did and the events that occurred in sequence.
- Share through drawing, dictating, and writing the events in their school day.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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Progression of Standard Across Grades	CL.W.p4.1	W.K.3	<u>W.1.3</u>
	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	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.	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.

Kindergarten Writing

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

Kindergarten Writing

W.K.5	<i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Discuss work they produced with a peer or adult. • Respond to questions about reasons why they chose to include or exclude certain details in their work. • Make changes to original work based on ideas from peers or adults. 			
Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.		
Progression of Standard Across Grades	CL.W.p4.3	W.K.5	<u>W.1.5</u>
	<i>With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</i>	<i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>	<i>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.</i>

Kindergarten Writing

W.K.6	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Use a tablet or computer to produce drawing or writing that expresses thoughts and ideas. • Explore apps that assist with organizing thoughts, giving and receiving feedback, and expressing thoughts and ideas. • Follow a writing process that includes brainstorming, drafting, asking for feedback, and showcasing or printing off a final product. 			
Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
Progression of Standard Across Grades	CL.W.p4.4	W.K.6	<u>W.1.6</u>
	<i>With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).</i>	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>

Kindergarten Writing

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).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • 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. • Collaborate with peers to produce an original writing about their learning using a file sharing platform. 			
Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
Progression of Standard Across Grades	CL.W.p4.5	W.K.7	<u>W.1.7</u>
	Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).

Kindergarten Writing

W.K.8	<i>With guidance and support from adults, gather information from provided sources to answer a question.</i>		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question. • 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.) 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.W.p4.6	W.K.8	<u>W.1.8</u>
	<i>With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.</i>	<i>With guidance and support from adults, gather information from provided sources to answer a question.</i>	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>

Kindergarten Writing

W.K.9	(Begins in grade 4)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades		W.K.9	<u>W.1.9</u>
		(Begins in grade 4)	(Begins in grade 4)

Kindergarten Writing

W.K.10	<p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Write the names of classmates in a collaboratively-created class book in which each student has illustrated a page. • In collaboration with peers and adults, write a paragraph explaining the best part about being a Kindergartener. 			
Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.		
Progression of Standard Across Grades	CL.LS.p4.1	W.K.10	<u>W.1.10</u>
	Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

Kindergarten Writing

W.K.11	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for <i>most</i> consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
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To address this standard, students *could*:

- 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.
- Write captions to accompany images or their own illustrations.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
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	CL.LS.p4.2	W.K.11	W.1.11
Progression of Standard Across Grades	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above to see details.)

Kindergarten Writing

W.K.12	(Begins in grade 3)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades		W.K.12	W.1.12
		(Begins in grade 3)	(Begins in grade 3)

Kindergarten Speaking and Listening

SL.K.1	<p>Participate in collaborative conversations about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>		
<p>To address this standard, students <i>could</i> :</p> <ul style="list-style-type: none"> • Participate in think-pair-share and turn-and-talk strategies as a tool for critical thinking. • Participate in listening triads in order to practice listening, speaking, and communicating a discussion topic. • Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult. 			
Kansas High School Graduates Can:	<p>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.</p>		
Progression of Standard Across Grades	CL.SL.p4.1	SL.K.1	<u>SL.1.1</u>
	<p>Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.</p>	<p>Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups.</p>	<p>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups.</p>

Kindergarten Speaking and Listening

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Ask questions to make sure their understanding is accurate. • Use dramatic play or puppets to retell and recall key details of a story. 			
Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.		
Progression of Standard Across Grades	CL.SL.p4.2	SL.K.2	<u>SL.1.2</u>
	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	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.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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Kindergarten Speaking and Listening

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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To address this standard, students *could*:

- Participate in a class meeting in which students must listen to peers' points of view, use I-statements, 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 High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.
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	CL.SL.p4.2	SL.K.3	SL.1.3
Progression of Standard Across Grades	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Kindergarten Speaking and Listening

SL.K.4	Use details to describe familiar people, places, things, and/or events <i>with prompting and support</i> .		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Use details to describe a family tradition or cultural custom. • Use details to describe people and places in their community. 			
Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.		
Progression of Standard Across Grades	CL.SI.p4.3	SL.K.4	<u>SL.1.4</u>
	Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.	Use details to describe familiar people, places, things, and or events <i>with prompting and support</i> .	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.

Kindergarten Speaking and Listening

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Produce physical or digital drawings depicting information described with detail. • Cut out images from a magazine and use them to illustrate an idea. 			
Kansas High School Graduates Can:	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience’s understanding.		
Progression of Standard Across Grades	CL.SL.p4.4	SL.K.5	<u>SL.1.5</u>
	Able to tell another person about what they have drawn.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Kindergarten Speaking and Listening

SL.K.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • 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 Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.		
Progression of Standard Across Grades	CL.SL.p4.5	SL.K.6	<u>SL.1.6</u>
	Speaks understandably to express ideas, feelings and needs.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.

Kindergarten Speaking and Listening

SL.K.7	<p>Demonstrate command of the conventions of standards English grammar and usage when speaking.</p> <ol style="list-style-type: none"> a. Use frequently occurring nouns and verbs in speech. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
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To address this standard, students *could*:

- Engage in conversations with peers and adults around a variety of engaging and meaningful topics.
- Practice using appropriate question words in small group discussions in order to gain information necessary to solve a problem.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.
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	CL.LS.p4.1	SL.K.7	SL.1.7
Progression of Standard Across Grades	<p>Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Prints some upper and lower-case letters. b. Uses frequently occurring nouns and verbs. c. Forms regular plural nouns orally by adding /s/ or /es/. d. Understands and uses most question words. e. Uses the many frequently occurring prepositions. f. Produces complete sentences in shared language activities. 	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more detail.)</p>

Kindergarten Speaking and Listening

SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Engage in conversations with peers and adults in which the student is required to use newly-acquired 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. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.SL.p4.5	SL.K.8	<u>SL.1.8</u>
	<i>With prompting and support</i> , begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Use words and phrases acquired through conversations, reading, and through being read to.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Kindergarten

Reading: Foundational

Print Concepts

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print and can point with one-to-one correspondence.
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To address this standard, students *could*:

- Participate in daily classroom routines that expose them to the print concepts listed above
- Say the letters that appear in their own names or the names of their classmates.
- 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.

	CL.F.p4.1	RF.K.1	RF.1.1
Progression of Standard Across Grades	<p>Demonstrates understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follows words from left to right, top to bottom and page by page. b. Recognizes that spoken words are represented in written language by specific sequences of letter. c. Recognizes that letters are grouped to form words. 	<p>Demonstrate understanding of the organization and basic features of print. (See details above.)</p>	<p>Demonstrate understanding of the organization and basic features of print. (Click link above for details.)</p>

Kindergarten

Reading: Foundational

Phonological Awareness

RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words (if culturally appropriate). b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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To address this standard, students *could*:

- Say all the sounds that are present in a single word.
- See how many different words they can make that end with the letters “AT” or another ending that could produce many one-syllable words.

	CL.F.p4.2	RF.K.2	RF.1.2
Progression of Standard Across Grades	<p>Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):</p> <ol style="list-style-type: none"> a. Recognizes and produces rhyming words. b. Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). c. With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog). d. States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/). 	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See details above.)</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Click link above for details.)</p>

Kindergarten

Reading: Foundational

Phonics and Word Recognition

RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).
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To address this standard, students *could*:

- Begin to blend sounds in CVC words.
- Demonstrate that vowels can have a short sound or a long sound.

	CL.F.p4.3	RF.K.3	RF.1.3
Progression of Standard Across Grades	<p>Knows and applies age appropriate word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. b. Identifies own name in print. c. Recognizes and “reads” familiar words or environmental print. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)</p>

Kindergarten

Reading: Foundational

Fluency

RF.K.4	<i>With prompting and support</i> , read emergent-reader texts with purpose and understanding.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> 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. 			
Progression of Standard Across Grades	CL.F.p3.4	RF.K.4	RF.1.4
	Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	<i>With prompting and support</i> , read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.

Kindergarten Reading: Literature

RL.K.1	<i>With prompting and support</i> , students will ask and answer questions about key details in a text.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • After a read-aloud, answer comprehension questions aloud. • Use details from illustrations, photographs, and graphics, etc., to ask and answer questions about key details. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.L.p4.1	RL.K.1	<u>RL.1.1</u>
	<i>With prompting and support</i> , asks and answers questions about key details in a text.	<i>With prompting and support</i> , students will ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.

Kindergarten Reading: Literature

RL.K.2	<i>With prompting and support, retell familiar stories, including key details.</i>
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To address this standard, students *could*:

- Retell a story using puppets or props.
- Draw pictures representing the beginning, middle, and end of a story.

Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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Progression of Standard Across Grades	CL.L.p4.2	RL.K.2	<u>RL.1.2</u>
	<i>With prompting and support, retells stories with increasing detail and accuracy.</i>	<i>With prompting and support, retell familiar stories, including key details.</i>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Kindergarten Reading: Literature

RL.K.3	<i>With prompting and support</i> , identify characters, settings, and major events in a story.		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> ● Identify characters (who), setting (where, when), and major events (what, how, why). ● Act out a story following a read aloud and identify the characters, the setting, and the major events. 			
Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.		
Progression of Standard Across Grades	CL.L.p4.3	RL.K.3	<u>RL.1.3</u>
	<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, settings, and major events in a story, using key details.

Kindergarten Reading: Literature

RL.K.4	Ask and answer questions about unknown words in a text.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Dictate, draw, or write about the feelings of a character in a story or poem. • 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.) 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.L.p4.4	RL.K.4	<u>RL.1.4</u>
	Asks and answers questions about unknown words in a text.	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Kindergarten Reading: Literature

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • 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 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.		
Progression of Standard Across Grades	CL.L.p4.5	RL.K.5	<u>RL.1.5</u>
	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Kindergarten Reading: Literature

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • 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. 			
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.		
Progression of Standard Across Grades	CL.L.p4.6	RL.K.6	<u>RL.1.6</u>
	<i>With prompting and support</i> , can describe the role of an author and an illustrator.	<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.

Kindergarten Reading: Literature

RL.K.7	<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).		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Match illustrations to events and ideas in the text. • Create an illustration based on a piece of text provided by the teacher. 			
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.		
Progression of Standard Across Grades	CL.L.p4.7	RL.K.7	<u>RL.1.7</u>
	<i>With prompting and support</i> , uses the illustrations to retell major events in the story.	<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).	Use illustrations and details in a story to describe its characters, setting, or events.

Kindergarten Reading: Literature

RL.K.8	(Not applicable for literature)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.		
Progression of Standard Across Grades		RL.K.8	RL.1.8
		(Not applicable for literature)	(Not applicable for literature)

Kindergarten Reading: Literature

RL.K.9	<i>With prompting and support</i> , compare and contrast the adventures and experiences of characters in familiar stories.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Compare two stories about a similar theme in order to identify common experiences and ways characters deal with a common experience. • Compare two or more versions of a story, identifying similarities and differences between characters and their actions. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.L.p4.8	RL.K.9	<u>RL.1.9</u>
	<i>With prompting and support</i> , begins to compare and contrast the adventures and experiences of characters in familiar stories.	<i>With prompting and support</i> , compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.

Kindergarten Reading: Literature

RL.K.10	(Begins in Grade 2.)		
To address this standard, students <i>could</i> :			
Kansas High School Graduates Can:			
Progression of Standard Across Grades		RL.K.10	RL.1.10

Kindergarten Reading: Literature

RL.K.11	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i>.</p> <p>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>).</p> <p>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.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • 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. • Participate with peers in a think-aloud to determine how words with a specific affix affect the meaning of a text. 			
Kansas High School Graduates Can:	<p>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.</p>		
Progression of Standard Across Grades	CL.LS.p4.3	RL.K.11	<u>RL.1.11</u>
	<p>Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i>.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i>, choosing flexibly from a variety of strategies.</p>

Kindergarten Reading: Literature

RL.K.12	<p><i>With guidance and support from adults</i>, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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To address this standard, students *could*:

- Participate with peers in an inductive reasoning activity to sort words associated with Kindergarten.
- 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)

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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	CL.LS.p4.4	RL.K.12	RL.1.12
Progression of Standard Across Grades	<p><i>With guidance and support</i>, explores word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites. b. Distinguishes among some verbs describing the same general action by acting out the meanings. 	<p><i>With guidance and support from adults</i>, explore word relationships and nuances in word meanings. (See details above.)</p>	<p><i>With guidance and support from adults</i>, demonstrate understanding of word relationships and nuances in word meanings.</p>

Kindergarten Reading: Literature

RL.K.13	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.
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To address this standard, students *could*:

- Participate in read alouds of increasingly complex text at or above Kindergarten level.
- Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.

Kansas High School Graduates Can:	Interpret meaning from a variety of texts on their own.
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Progression of Standard Across Grades	CL.L.p4.9	RL.K.13	<u>RL.1.13</u>
	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.	<i>With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.</i>

Kindergarten Reading: Informational

RI.K.1	<i>With prompting and support, ask and answer questions about key details in a text.</i>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Answer comprehension questions aloud after participating in a read aloud activity. • Refer to illustrations, photographs, and graphics, etc., to ask and answer key detail questions. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.IT.p4.1	RI.K.1	<u>RI.1.1</u>
	<i>With prompting and support, ask and answer questions about key details in a text.</i>	<i>With prompting and support, ask and answer questions about key details in a text.</i>	Ask and answer questions about key details in a text.

Kindergarten Reading: Informational

RI.K.2	<i>With prompting and support</i> , identify the main topic and retell key details of a text.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Retell a peer or adult how something works based on a text read aloud. • Draw a diagram to explain a key idea or concept from a 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.		
Progression of Standard Across Grades	CL.IT.p4.2	RI.K.2	<u>RI.1.2</u>
	<i>With prompting and support</i> , retells key details of a text.	<i>With prompting and support</i> , identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.

Kindergarten Reading: Informational

RI.K.3	<i>With prompting and support</i> , describe the connection between two individuals, events, ideas, or pieces of information in a text.		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> ● Describe the connection between two individuals (who). ● Describe the connection between major events (what, how, why). 			
Kansas High School Graduates Can:	Extract meaning and purpose from informational text by analyzing its structure and organization.		
Progression of Standard Across Grades	CL.IT.p4.3	RI.K.3	<u>RI.1.3</u>
	<i>With prompting and support</i> , describes the connection between two events or pieces of information in a text.	<i>With prompting and support</i> , describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Kindergarten Reading: Informational

RI.K.4	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> ● Dictate, draw, or write about the feelings of a primary figure included in a text. ● Use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.IT.p4.4	RI.K.4	<u>RI.1.4</u>
	<i>With prompting and support, asks and answers questions about unknown words in a text.</i>	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Kindergarten Reading: Informational

RI.K.5	Identify the front cover, back cover, and title page of a book.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Show a peer or adult a front cover, back cover, and title page. • Talk with peers about the purpose of a front cover. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.IT.p4.5	RI.K.5	<u>RI.1.5</u>
	Identifies the front cover, back cover and title page of a book.	Identify the front cover, back cover, and title page of a book.	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.

Kindergarten Reading: Informational

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • 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. 			
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.		
Progression of Standard Across Grades	CL.IT.P6	RI.K.6	<u>RI.1.6</u>
	<i>With prompting and support, describes the role of an author and an illustrator.</i>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Kindergarten Reading: Informational

RI.K.7	<i>With prompting and support</i> , describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Match illustrations to events and ideas in the text. • Create an illustration based on a piece of text provided by the teacher. 			
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.		
Progression of Standard Across Grades	CL.IT.p4.7	RI.K.7	<u>RI.1.7</u>
	<i>With prompting and support</i> , use the illustrations to identify key details in the story.	<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).	Use the illustrations and details in a text to describe its key ideas.

Kindergarten Reading: Informational

RI.K.8	<i>With prompting and support</i> , identify the reasons an author gives to support points in a text.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Identify through drawing, dictating, or writing the reasons why an animal might be considered dangerous, based on a text. Identify reasons given in a text for why it is important to learn about fire safety. 			
Kansas High School Graduates Can:	Follow the logic of an argument based on the validity of the claim and evidence presented.		
Progression of Standard Across Grades	CL.IT.p4.8	RI.K.8	<u>RI.1.8</u>
	<i>With prompting and support</i> , answers “why” questions based on information presented in the text.	<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.

Kindergarten Reading: Informational

RI.K.9	<i>With prompting and support</i> , identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Talk with peers about the differences in the ways two texts address a single topic. • 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. 			
Kansas High School 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.		
Progression of Standard Across Grades	CL.IT.p4.9	RI.K.9	<u>RI.1.9</u>
	<i>With prompting and support</i> , identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	<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).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Kindergarten Reading: Informational

RI.K.10	(Begins in Grade 2)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:			
Progression of Standard Across Grades		RI.K.10	RI.1.10

Kindergarten Reading: Informational

RI.K.11	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> 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>). 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.
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To address this standard, students *could*:

- 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.
- 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.

Kansas High School 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.
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Progression of Standard Across Grades	CL.LS.p3	RI.K.11	<u>RI.1.11</u>
	Determines or clarifies the meaning of unknown and multiple meaning words <i>with assistance or cues from an adult</i> .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i> . (See above for details.)	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. (Click link above for details.)

Kindergarten Reading: Informational

RI.K.12	<i>With guidance and support from adults, explore word relationships and nuances in word meanings.</i>
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To address this standard, students *could*:

- Participate with peers in an inductive reasoning activity to sort words associated with an engaging social studies topic.
- 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.

Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.
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	CL.LS.p4.4	RI.K.12	RI.1.12
Progression of Standard Across Grades	<p><i>With guidance and support, explores word relationships and nuances in word meanings.</i></p> <p>a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites</p> <p>b. Distinguishes among some verbs describing the same general action by acting out the meanings.</p>	<p><i>With guidance and support from adults, explore word relationships and nuances in word meanings.</i></p>	<p><i>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</i></p>

Kindergarten Reading: Informational

RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them. • 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. 			
Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.		
Progression of Standard Across Grades	CL.IT.p4.10	RI.K.13	<u>RI.1.13</u>
	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	Actively engage in individual or group readings of informational text with purpose and understanding.	<i>With prompting and support, read high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.</i>