

Kansas Reading Assessed Indicators and Common Core for grades 11-12

This side-by-side graph of the Kansas Reading Assessed Indicators 2003 and the Kansas Common Core Reading Standards 2010 is intended to assist educators in recognizing the similarities and differences between Kansas Reading Assessed Indicators 2003 and the Kansas Common Core Reading Standards 2010.

NOTE: Kansas State Department of Education is underscoring the fact that similar content is not the same as identical content. The Kansas Reading Assessed Indicators 2003 are exactly that-reading indicators. The Kansas Common Core Standards 2010 are written more broadly and encompass aspects of reading, writing, listening, speaking, language and literacy across content areas.

The side-by-side graph on the proceeding pages show the Kansas Reading Assessed indicators in the left hand column. The middle column is Kansas Common Core Reading standards and strands for 6th grade. The right hand column is left blank for your personal use.

Kansas Reading Assessed Standard, Benchmark, and Indicator	Common Core Grade Level Standard and Strand	Comments
R.HS.1.3.1 ▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison contrast, clue words, cause effect) from sentences or paragraphs. (4 items)	Language Standards Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	
R.HS.1.3.3 ▲ Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo- Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies. (6 items)	Language Standards Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	
R.HS.1.3.4 ▲ Identifies, interprets, and analyzes the use of figurative	Reading Standards for Literature Use Craft and Structure	

<p>language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism. (6 items)</p>	<p>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. (Include Shakespeare as well as other authors.) Language Standards Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	
<p>Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</p>		
<p>R.HS.1.4.2 ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts. (4 items)</p>	<p>Reading Standards for Literacy in History/Social Studies Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Reading Standards for Literacy in Science and Technical Subjects Integration of Knowledge and Ideas 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g.,</p>	

<p>R.HS.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)</p>	<p>in an equation) into words.</p> <p>Reading Standards for Literature Key Ideas and Details 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.</p> <p>Reading Standards for Informational Text Key Ideas and Details 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.</p> <p>Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	
<p>R.HS.1.4.6 ▲ Analyzes and evaluates how authors use text structure (e.g., sequence, problem solution, comparison contrast, description, cause-effect) to achieve their purposes. (6 items)</p>	<p>Reading Standards for Literature Craft and Structure 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Standards for Informational Text Craft and Structure 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.</p> <p>Reading Standards for Literacy in History/Social Studies Craft and Structure</p>	

	<p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>Reading Standards for Literacy in Science and Technical Subjects</p> <p>Craft and Structure</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	
<p>R.HS.1.4.7</p> <p>▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem solution, cause effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate level texts. (6 items)</p>	<p>Reading Standards for Literature</p> <p>Craft and Structure</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	
<p>R.HS.1.4.8</p> <p>▲ Explains and analyzes cause effect relationships in appropriate level narrative, expository, technical, and persuasive texts. (6 items)</p>		
<p>R.HS.1.4.9</p> <p>▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate level narrative,</p>	<p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build</p>	

<p>expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent. (4 items)</p>	<p>on one another to produce a complex account; provide an objective summary of the text. Reading Standards for Informational Text Key Ideas and Details 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. Reading Standards for Literacy in History/Social Studies Key Ideas and Details 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	
<p>R.HS.1.4.10 ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate level texts. (6 items)</p>	<p>Reading Standards for Literature Key Ideas and Details 2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. Reading Standards for Informational Text Key Ideas and Details 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. Reading Standards for Literacy</p>	

	<p>in History/Social Studies Key Ideas and Details 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	
<p>R.HS.1.4.11 ▲ Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text. (4 items)</p>	<p>Reading Standards for Informational Text Craft and Structure 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. Reading Standards for Literacy in History/Social Studies Craft and Structure 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	
<p>R.HS.1.4.14 ▲ Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided. (4 items)</p>	<p>Reading Standards for Informational Text Integration of Knowledge and Ideas 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including</p>	

	<p>The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	
<p>R.HS.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts. (4 items)</p>	<p>Reading Standards for Informational Text Integration of Knowledge and Ideas 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Reading Standards for Literacy in History/Social Studies Craft and Structure 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
<p>Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.</p>		
<p>R.HS.2.1.1 ▲ Identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p>Reading Standards for Literature Key Ideas and Details 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Craft and Structure 6. Analyze a case in which grasping point of view requires</p>	

	<p>distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	
<p>R.HS.2.1.2</p> <p>▲ Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text. (5 items)</p>	<p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Integration of Knowledge and Ideas</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	
<p>R.HS.2.1.3</p> <p>▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events. (5 items)</p>	<p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	
<p>16 indicators Items = 81</p>		