

Kansas Reading Assessed Indicators and Common Core for 7th Grade

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
<p>Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 3: The student expands vocabulary.</p>		
<p>R.8.1.3.1 ▲ 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)</p>	<p>Language Standards Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>R.8.1.3.3 ▲ 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)</p>	<p>Language Standards Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes</p>	

	and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	
<p>R.8.1.3.4</p> <p>▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism. (6 items)</p>	<p>Reading Standards for Literature Craft and Structure</p> <p>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.</p> <p>Language Standards Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
<p>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</p>		
<p>R.8.1.4.2</p> <p>▲ 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,</p>	<p>Reading Standards for Literacy in Science and Technical Subjects Integration of Knowledge and Ideas</p> <p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed</p>	

<p>numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. (4 items)</p>	<p>visually (e.g., in a flowchart, diagram, model, graph, or table). Reading Standards for Literacy in History/Social Studies Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	
<p>R.8.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)</p>	<p>Reading Standards for Literature Key Ideas and Details 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. Reading Standards for Informational Text Key Ideas and Details 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. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	
<p>R.8.1.4.6 ▲ Analyzes how text structure (e.g., sequence, problem solution, comparison contrast, description, cause-effect) helps support comprehension of text. (6 items)</p>	<p>Reading Standards for Literature Craft and Structure 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. Reading Standards for Informational Text Craft and Structure 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. Reading Standards for Literacy in History/Social Studies Craft and Structure 5. Describe how a text presents</p>	

	<p>information (e.g., sequentially, comparatively, causally). Reading Standards for Literacy in Science and Technical Subjects Craft and Structure 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	
<p>R.8.1.4.7 ▲ 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) in one or more appropriate-level texts. (6 items)</p>	<p>Reading Standards for Literature Craft and Structure 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. 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 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. 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.</p>	
<p>R.8.1.4.8 ▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. (6 items)</p>		
<p>R.8.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate level narrative, expository, technical, and persuasive texts in logical order. (4 items)</p>	<p>Reading Standards for Literature Key Ideas and Details 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.</p>	

	<p>Reading Standards for Informational Text Key Ideas and Details 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.</p> <p>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 of the source distinct from prior knowledge or opinions.</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; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	
<p>R.8.1.4.10 ▲ 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 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.</p> <p>Reading Standards for Informational Text Key Ideas and Details 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. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Craft and Structure 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular</p>	

	<p>sentences in developing and refining a key concept. 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 of the source distinct from prior knowledge or opinions. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	
<p>R.8.1.4.11 ▲ Explains the relationship between an author’s use of literary devices in a text (e.g., ▲ foreshadowing, ▲ flashback, ▲ irony, symbolism, tone, mood) and his or her purpose for writing the 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 and analyze how an author uses rhetoric to advance that point of view or purpose. Reading Standards for Literacy in History/Social Studies Craft and Structure 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	
<p>R.8.1.4.14 ▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). (4 items)</p>	<p>Reading Standards for Informational Text Integration of Knowledge and Ideas 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. 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.</p>	
<p>R.8.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes</p>	<p>Reading Standards for Informational Text Integration of Knowledge and</p>	

<p>propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts. (4 items)</p>	<p>Ideas 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. Reading Standards for Literacy in History/Social Studies Craft and Structure 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Integration of Knowledge and Ideas 8. Distinguish among fact, opinion, and reasoned judgment in a text.</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.8.2.1.1 ▲ Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time. (6 items)</p>	<p>Reading Standards for Literature 6–12 Key Ideas and Details 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 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 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.</p>	
<p>R.8.2.1.2 ▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes</p>	<p>Reading Standards for Literature Key Ideas and Details 3. Analyze how particular lines of dialogue or incidents in a story or</p>	

<p>connections between the setting and other story elements (e.g., character, plot). (5 items)</p>	<p>drama propel the action, reveal aspects of a character, or provoke a decision. Integration of Knowledge and Ideas 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.</p>	
<p>R.8.2.1.3 ▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another. (6 items)</p>	<p>Reading Standards for Literature Key Ideas and Details 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.</p>	
<p>16 indicators Items = 83</p>		