

Kansas Reading Assessed Indicators and Common Core for Grades 9-10

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 9–10 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 9–10 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>analyze, analysis, analytical; advocate, advocacy</i>).	
R.HS.1.3.4 ▲ Identifies, interprets, and	Reading Standards for Literature	

<p>analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism. (6 items)</p>	<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Language Standards Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) 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.</p>	<p>Reading Standards for Literacy in History/Social Studies Integration of Knowledge and Ideas 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Reading Standards for Literacy in Science and Technical Subjects Integration of Knowledge and Ideas 7. Translate quantitative or technical information expressed</p>	

<p>(4 items)</p>	<p>in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	
<p>R.HS.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 strong and thorough textual evidence to support 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 strong and thorough textual evidence to support 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; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</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 a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Reading Standards for Informational Text Craft and Structure 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Reading Standards for Literacy in History/Social Studies Craft and Structure 5. Analyze how a text uses structure to emphasize key</p>	

	<p>points or advance an explanation or analysis. Reading Standards for Literacy in Science and Technical Subjects Craft and Structure 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p>	
<p>R.HS.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, use of literary devices, thoroughness of supporting evidence) in one or more appropriate level texts. (6 items)</p>	<p>Reading Standards for Literature Craft and Structure 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Integration of Knowledge and Ideas 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
<p>R.HS.1.4.8 ▲ Explains and analyzes cause effect relationships in appropriate level narrative, expository, technical, and persuasive texts. (6 items)</p>	<p>No Common Core</p>	
<p>R.HS.1.4.9 ▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent. (4 items)</p>	<p>Reading Standards for Literature Key Ideas and Details 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Reading Standards for Informational Text</p>	

	<p>Key Ideas and Details 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</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 how key events or ideas develop over the course of the text.</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; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</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 a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; 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 how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	

	<p>Craft and Structure 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 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 how key events or ideas develop over the course of 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.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 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.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 argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9. Analyze seminal U.S. documents of historical and literary significance (e.g.,</p>	

	<p>Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</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 seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. Reading Standards for Literacy in History/Social Studies Craft and Structure 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integration of Knowledge and Ideas 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</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 how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,</p>	

	<p>drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</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 how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Craft and Structure</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</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 how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	
<p>16 indicators</p> <p>Items = 81</p>		