

Kansas State Reading and Assessment Guide

(based on the KS State Reading Standards
approved by the Kansas State Board of Education on July 2003)

High School

Developed by the Kansas State Department of Education
and
Reading Specialists from the Private Sector
in Kansas

Revised November 2007

Standard/Benchmark/Indicator

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.

Explanation of Indicator

When a student encounters an unknown word or phrase, he/she should be able to use the clues from the surrounding words to figure out the meaning of the unknown word or phrase.

Instructional Example

The student works from a list of words to look for as he/she reads (or student may generate his/her own list by searching for unfamiliar words). Student records the predicted meaning. The student discusses and compares the possible interpretations based on the clues. Discussion should lead towards determining the real meaning.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T, P
- Tested words should be 2 or more grade levels above the student's grade level.
- There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

(recommended)

Do not test words defined in a glossary.

A grade-level word with a meaning above grade level can be tested.

State Assessment Sample Item

In Step 5, the word clandestine probably means

According to the passage, a misanthrope is someone who

In the first paragraph, the phrase "cursory examination" probably means

Read the sentence below from the passage.

[space]

The success of the President's first speech was an auspicious beginning to her administration.

[space]

In the sentence, the word auspicious probably means

Context Clues				
R.HS.1.3.1				

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student knows how adding beginnings or endings to words change the meaning of the word.

Instructional Example

The student has a list of unfamiliar words which contain a root word, prefix(es), and suffix(es). Student highlights the prefix(es) with one colored highlighter and the suffix(es) with a different colored highlighter. The student lists the prefix(es) and its definition, the suffix(es) and its definitions, and the root word and its definition on a piece of paper. The student writes a definition of the word based on the clues provided by the prefix(es), suffix(es), and root word.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T, P
- Roots: anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocu, ortho, poly, rect, the/theo, urb, vac, vir, grade-appropriate base words
- Prefixes: ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans-
- Suffixes: -hood, -ic, -ify/-fy, -logy, -ure
- Tested word can be at or above the student's grade level.

(recommended)

Only test examples marked with ▲.

Only test roots, prefixes, and suffixes listed above.

State Assessment Sample Item

Knowing the meaning of the Greek root *derm* helps the reader understand that a “dermatologist” specializes in

Knowing the meaning of the Latin prefix *inter-* helps the reader understand that the word “interdisciplinary” means

	Word Structure			
	R.HS.1.3.3			

Standard/Benchmark/Indicator

R.HS.1.3.4

▲ identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.

Explanation of Indicator

The student understands the meaning of word images and figures of speech.

Instructional Example

Work with the student to illustrate posters to represent the most common types of relationships expressed in analogies, similes, and metaphors. These posters could include student-generated examples and artwork/illustrations and can be displayed in the classroom as instructional tools.

-OR-

The student reads a variety of comic books which contain onomatopoeia. The student identifies specific examples of onomatopoeia and discusses its use within the text.

Test Specification Notes (official)

- MC
- PB and NPB
- Passage types: N, E, T, P
- Items should focus on interpretation and analysis of figurative language.

(recommended)

When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter because simile is a type of metaphor.

Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distracter).

Use the word “contains” in the stem if the figurative language is only one part of a more complex sentence (see fourth sample item).

State Assessment Sample Item (see more examples in item specifications)

In the passage, the river is a symbol for

In the last paragraph, the phrase “turn over a new leaf” is an example of which type of figurative language?

CA: idiom

In paragraph three, the phrase “a voice as clear as a crystal bell” is an example of which type of figurative language?

CA: simile

		Figurative Language		
		R.HS.1.3.4		

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student understands how the features located in text (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) can help them understand the meaning of the text.

Instructional Example

The student writes or draws the different text features onto paper or cardboard disks and puts them into a container. After the student has read a section from a textbook, he/she randomly selects a paper or disk with the written text features in the container. The student searches from within the textbook for an example of the text feature which was drawn from the container and explains the feature and its purpose.

Test Specification Notes (official)

- MC
- Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., table of contents, headings and subheadings, and indexes to locate information in text)
- Passage types: N, E, T, P
- Use the language of the indicator in stem and answer choices.
- Items may include textbox as a text feature.

(recommended)

Test only features in the e.g. list.

Use the name of the text feature in the stem or ACs.

Subheadings in ACs should be in the same order as subheadings in the passage.

State Assessment Sample Item (see more examples in item specifications)

Which is the **most likely** reason a sidebar is used to present fire safety tips?

According to the graph, what do monkeys **most** enjoy eating?

The purpose of the graph is to show the reader

CA: how quickly zebra mussels have spread through the Great Lakes.

The phrase *Raging Sea* is printed in italics **probably** because it is a

- book's title.
- character's thought.
- section subheading.
- technical term.

CA: A

			Text Features	
			R.HS.1.4.2	

Standard/Benchmark/Indicator

R.HS.1.4.5

▲uses information from the text to make inferences and draw conclusions.

Explanation of Indicator

The student is able to make a prediction or draw a conclusion about the text.

Instructional Example

Encourage the student to make inferences or predictions about what could happen in the text after reading a chapter from a novel. As the student is reading about a character, have the student make inferences about the character using the descriptive words which are describing the character.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P

(recommended)

Various other State Assessment sample Items are possible depending on content.

Sample Item ShellsBased on the passage, technological innovations are **most** helpful to people whoBased on the passage, Will studied philosophy **probably** because he

				Make Inferences/Draw Conclusions
				R.HS.1.4.5

Standard/Benchmark/Indicator

R.HS.1.4.6

▲ analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.

Explanation of Indicator

The student is able to tell how an author organizes material or information in the text (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to achieve his purpose for writing.

Instructional Example

The student creates a graphic organizer to identify and analyze the structures of the text (e.g., comparison/contrast = Venn Diagram; sequence/narration, story map = causal chain; cause/effect = Fishbone Graphic Organizer) and explains the organizer and organizational process for developing the organizer.

Test Specification Notes (official)

- MC
- PB
- Passage types: E, T, P
- Questions may focus on the text structure of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
- Use the language of the indicator in stem and answer choices (e.g. “text structure”, “sequence”, “cause and effect”). Do **not** use the term “chronological order”.
- Items may request to analyze or to evaluate, **not necessarily both**.

(recommended)

Test only structures in the e.g. list.

Do not hyphenate (e.g., cause-effect).

State Assessment Sample Item

The section titled “Making a Better Carpet” uses sequence as its text structure to
CA: explain the steps that manufacturers take to turn recycled bottles into office carpeting.

The author uses comparison and contrast as the structure of the passage **mainly** to

Text Structure				
R.HS.1.4.6				

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student should be able to tell how 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) are alike or different.

Instructional Example

The student reads two stories. Then compares and contrasts the two stories looking for similarities and differences. This activity can be used with any novel or short story to compare and contrast characters' traits and motives or to compare two problems and how they were solved.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P

(recommended)

Interpret the e.g. lists as i.e. lists.

State Assessment Sample Item

Compared with other breeds of dogs, greyhounds are the only breed that

Unlike other flowers, orchids are able to

During the journey, Anna's feelings became more

The baker and the judge are **similar** in that they both

The second singing lesson was **different** from the first singing lesson because the second singing lesson was

	Compare and Contrast			
	R.HS.1.4.7			

Standard/Benchmark/Indicator

R.HS.1.4.8

▲ explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

Explanation of Indicator

The student understands how one or more things can have an effect on the outcome of another.

Instructional Example

Prior to reading texts related to similar topics, the student focuses on a few issues that could be compared and contrasted between the two texts. As a text is read, the student keeps response logs of his reactions to the supporting evidence. After finished with the activity, the student discusses the key issues which were compared.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P
- Items may request to explain or to analyze, **not necessarily both**.

(recommended)

n/a

State Assessment Sample Item

What would **probably** happen if scientists were able to halt the destruction of the ants' habitat?

Joanna was worried about her first dinner guests because

		Cause and Effect		
		R.HS.1.4.8		

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student restates main idea and important details in logical order.

Instructional Example

Help the student to understand that summarizing is restating or translating information into your own words. While reading the text, the student highlights the stated and implied main ideas or events and important details. Then after reading a "how to" article, the student summarizes and lists the steps in proper sequence.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P
- For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage.
- Example stem: "Which sentence(s) best summarizes the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.

(recommended)

Distracters must be passage-based.

We no longer write items with one-sentence ACs.

State Assessment Sample Item

Which **best** summarizes the last two paragraphs of the passage?

Which **best** summarizes the passage?

CA: Scientists are rushing to study a species of ant that is rapidly disappearing from Australia. The ants' venom has healing properties that could be used to treat burns. Some scientists are trying to halt the destruction of the ants' habitat.

			Retell/ Paraphrase	
			R.HS.1.4.9	

Standard/Benchmark/Indicator

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 text.

Explanation of Indicator

The student identifies the topic, main idea(s), supporting details, and theme(s) in text.

Instructional Example

Encourage the student to take summary notes using words which are repeated throughout the text and to list ways the characters (both major and minor) responds to these words in order to assist in determining the theme.

--or--

The student answers the questions “Who?”, “What?”, “When?”, “Where?”, “How?”, and “Why?”. The student reads to find the main idea and to find answers to the questions.

The student writes the main idea of the story and answers the questions “Who is the author talking about?”, “What did they do?”, “When did they do it?”, “Where did they do it?”, “How did they do it?”, and “Why did they do it?”.

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, T, P
- For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage.
- Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.

(recommended)

The last three sample items ask about supporting details.

State Assessment Sample Item

What is the **main** idea of Scene II?

Which is the **main** theme of the passage?

Which is the **main** idea of the passage?

The passage is **mainly** about

What is the **main** topic of the passage?

Which detail from the passage **best** supports the main idea?

According to the passage, where do fire ants make their homes?

What was the **first** thing Carlos did after he won the scholarship?

				Topic/ Main Idea/Supporting Detail
				R.HS.1.4.10

Standard/Benchmark/Indicator

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, imagery, satire, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing the text.

Explanation of Indicator

The student explains how the author’s purpose for writing the text influences his style of writing.

Instructional Example

The student selects a text that has been adapted to a movie. Excerpts from the movie are used to illustrate literary devices in the text (for example, mood or use of a flashback). Student discusses how the use of the device helps to develop the story.

--or--

The student plays a variety of music (e.g., classical, contemporary instrumental, rock). After listening to each set of music, the student answers questions (e.g., Did the music have a lot of rests?; What kinds of words did the writer use?; How did the music make you feel?; Did the music contain repeated words or phrases?). Once the student has completed the task, he/she reads a passage. Before reading, encourage the student to note any repeated words or phrases, to keep track of the length and complexity of the words and sentences, and to indicate how the passage made him/her feel. Then the student discusses the author's purpose for writing through various styles (e.g., word choice, sentence structure, and use of literary devices).

Test Specification Notes (official)

- MC
- PB
- Passage types: N, E, P
- Items may request to analyze or to evaluate, **not necessarily both**.
- Items may include dialogue as a literary device.

(recommended)

Foreshadowing should only be tested with narrative passages.

Flashback should only be tested with narrative passages or with expository passages written in narrative form.

State Assessment Sample Item

The author uses flashback when describing Wilma’s childhood injuries to show that Wilma

CA: had to work hard to become a great runner.

Author’s Purpose				
R.HS.1.4.11				

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student identifies the details that point to the conclusions drawn by the author and the effectiveness of his techniques to persuade the reader.

Instructional Example

The student looks through a magazine and discusses the different positions the authors used to persuade. This can be accomplished by discussion of text passages or advertisement. The student can then identify which technique (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion) the author used to persuade the reader.

Test Specification Notes (official)

- MC
- PB
- Passage types: P
- Items may request author's position to be identified, described, or evaluated, **not necessarily all three.**

(recommended)

n/a

State Assessment Sample Item

With which statement would the author of the passage **probably** agree?

How does the author support the position that Canada should import more trash?

- A. by listing all the other people who think Canada should import more trash
- B. by quoting several experts who believe that Canada should import more trash
- C. by using statistics to show how little trash Canada imports compared to other countries
- D. by generalizing about all the things Canada could accomplish with the money from trash imports

Which sentence **best** supports the author's conclusion that television is a vital part of American culture?

	Author's Position			
	R.HS.1.4.14			

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student understands the difference between fact and opinion and recognizes different types of propaganda.

Instructional Example

The student reviews several articles or pieces of advertisements on the same issue (written from different points of view) to determine which statements about each issue are facts and which are opinions. The student arranges the fact and opinions from the article or advertisement on a chart. Once the chart is completed, the student develops his/her own advertisement to persuade an audience from his/her own point of view and opinions.

Test Specification Notes (official)

- MC
- PB
- Passage types: E, T, P
- Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.

(recommended)

In the first sample item, ACs are exact sentences from the passage with quotation marks.

In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

State Assessment Sample Item

Which sentence from the passage is an opinion?

Which sentence based on the passage is an opinion?

Which sentence from the passage **best** shows the author's bias about exporting trash?

		Fact and Opinion		
		R.HS.1.4.15		

Standard/Benchmark/Indicator

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.

Explanation of Indicator

The student identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.

Instructional Example

While reading the novel, the student creates a list of characters (e.g., characterization-protagonist/antagonist, static vs. dynamic character, flat vs. round character, reasons for classifications, how characters are revealed) and discusses once the novel has been completed.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Analyzing the development of characters can include explaining how characters are developed through their thoughts, words, speech patterns, actions, etc. and how/why they change over time.
- Items may request to identify or describe different types of characters or analyze the development of characters, not necessarily all three.

(recommended)

n/a

State Assessment Sample Item

Which is the best example of a **static** character?

The reader knows that Howard is the **antagonist** because

In the passage, Laura changes **most** in terms of her

			Character	
			R.HS.2.1.1	

Standard/Benchmark/Indicator

R.HS.2.1.2

▲ analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.

Explanation of Indicator

The student analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.

Instructional Example

The student compares a collection of pictures of family experiences over several years and discusses how the setting may have changed over time.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items should only focus on analyzing the setting with regard to character and events.

(recommended)

Do not ask about how much time has passed

State Assessment Sample Item

The other characters think Jane is courageous to go to the meeting because women in her town

Sequoya is concerned that the Cherokee people are losing their stories because

Why does the author **probably** set the passage in the late 1800s?

Which **best** describes how the rural setting affects events in the passage?

				Setting
				R.HS.2.1.2

Standard/Benchmark/Indicator

R.HS.2.1.3

▲ 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.

Explanation of Indicator

The student 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.

Instructional Example

The student reads a novel and explains the problem, rising and falling action, and resolution to the parent. The student discusses the author’s ideas and how those ideas relate to his/her own ideas.

Test Specification Notes (official)

- MC
- PB
- Passage types: N
- Items may request to analyze or to evaluate, **not necessarily both.**

(recommended)

The word “story” may be used if “passage” sounds awkward.

State Assessment Sample Item

By resolving her problem, Anita was able to

The author includes the subplot about Jim and Mary **probably** to

How is the resolution of the conflict related to the parallel episode involving the old man?

The **major** conflict in the passage is affected by

The author tells the resolution of the passage first **probably** to

Plot				
R.HS.2.1.3				