

## **Kansas Reading Standards Side-by-Side Comparison with Achieve Reading Standards**

### **Organization of Charts**

The following charts show a side-by-side comparison of the Kansas Reading Standards with the Achieve Reading Standards. The first column shows the Kansas Reading Standards. The second column shows the Achieve Standards and the third column shows comments by Kansas State Department of Education workgroup comments. Members of this workgroup are in the Division of Learning Services, including Standards and Assessment, Special Education Services, Innovation and Improvement, and Title Programs and Services. Members of this workgroup hold a reading specialist, English Language Arts degree, library science degree, or have experience teaching reading.

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### **Organization of Standards**

Kansas Reading Standards are organized by grade for 3, 4, 5, 6, 7, 8, and High School. Achieve Standards are organized in grade clusters of 4-5, 6-8, 9-10, 11-12. You will notice that the charts contain Kansas Reading Standards for grade 5 and Achieve Standards for grades 4 – 5; Kansas Reading Standards for grade 8 and Achieve Standards for grades 6-8; and Kansas Reading Standards for High School and Achieve Standards for grades 11-12. These charts show all assessed and non-assessed indicators included in the Kansas Reading Standards for the benchmarks that include vocabulary, comprehension, and literacy. None of these indicators are repeated. Some Achieve indicators are repeated in the second column because they fit more than one of the Kansas indicators.

### **References**

[www.ksde.org](http://www.ksde.org) , Kansas Reading Standards webpage, May 2009.  
[www.achieve.org](http://www.achieve.org) , Achieve Reading Standards webpage, May 2009.

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Kansas Reading Standards for Grade Five	Achieve Reading Standards for Grades Four - Five	Comments from KSDE Workgroup
<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>Acquire Information- Reading</b>	
<b>Benchmark 3: The student expands vocabulary.</b>	<b><u>A.1.1</u> Using Vocabulary Skills</b>	
R.5.1.3.1 ▲ Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	<b><u>A.1.1.2.4-5.a</u></b> Use surrounding textual context (e.g., in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (bold face) to determine the meaning of unfamiliar words or distinguish among multiple-meaning words in relatively uncomplicated texts about concrete topics.	
R.5.1.3.2 Uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.	<b><u>A.1.1.2.4-5.a</u></b> Use surrounding textual context (e.g., in-sentence definitions), cues (e.g., commas, quotes) and graphic cues (bold face) to determine the meaning of unfamiliar words or distinguish among multiple-meaning words in relatively uncomplicated texts about concrete topics.	
R.5.1.3.3 Chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.	<b><u>A.1.1.1.4-5.a</u></b> Use dictionaries (printed and electronic) to determine the meaning, spelling, pronunciation, syllabication and part of speech of unfamiliar words.	KS Reading Standards includes the use of more reference materials such as encyclopedia, atlases, glossaries, thesauri, on-line reference materials.
R.5.1.3.4 ▲ Determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	<b><u>A.1.1.1.4-5.b</u></b> Identify the meaning of common prefixes (e.g., <i>un-</i> or <i>re-</i> ) and common suffixes (e.g., <i>-ful</i> ). <b><u>A.1.1.1.4-5.c</u></b> Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes and prefixes.	

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<p>R.5.1.3.5 Determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.</p>	<p><a href="#">A.1.1.2.4-5.c</a> Demonstrate understanding of common phrases and proverbs.  <a href="#">A.1.1.2.4-5.d</a> Determine the appropriate meaning of figurative words and phrases (including metaphors and similes) in relatively uncomplicated passages.  <a href="#">A.1.4.3.4-5.b</a> Identify sound patterns (alliteration, onomatopoeia, rhyme scheme) and figurative language (metaphor, simile), and other conventions of verse (e.g., stanzas and line breaks) in relatively uncomplicated poetry and explain how these contribute to the poem's effect.</p>	
<p>R.5.1.3.6 Recognizes the differences between the meanings of connotation and denotation.</p>		<p>Achieve does not have an indicator for connotation and denotation at this level.</p>
<p><b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b></p>	<p><a href="#">A.1.2 Analyzing Informational Texts</a>  <a href="#">A.1.3 Analyzing Arguments Using Logic / Critical Thinking</a>  <a href="#">A.1.4 Analyzing Literary Texts</a></p>	<p>Kansas describes text types as narrative expository, technical, and persuasive. Achieve uses the term informational text to include expository and technical text.</p>
<p>R.5.1.4.1 Identifies characteristics of narrative, expository, technical, and persuasive texts.</p>	<p><a href="#">A.1.4.3.4-5.a</a> Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, drama) using knowledge of their structural elements.  <a href="#">A.1.4.3.4-5.c</a> Identify the conventional elements of dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in relatively uncomplicated plays that are read or viewed.</p>	<p>Achieve does not include an indicator to identify the different text types of expository, technical, and persuasive texts.</p>

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<p>R.5.1.4.2 ▲ 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) and uses such features to locate information in and to gain meaning from appropriate level texts.</p>	<p><a href="#">A.1.2.3.4-5.a</a> Identify the organizational structure of straightforward, relatively uncomplicated informational texts.  <a href="#">A.1.2.3.4-5.c</a> Comprehend and interpret straightforward factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams.  <a href="#">A.1.2.3.4-5.d</a> Evaluate the prose, organization, text features (headings), formatting (use of space) and graphics of straightforward, relatively uncomplicated informational texts.</p>	<p>KS Mathematics, Science, and History/Government also address mathematical information presented in maps, charts, graphs, time lines, tables and diagrams.</p>
<p>R.5.1.4.3 Uses prior knowledge, content, and text features to make, revise, and confirm predictions.</p>		<p>Achieve does not include an indicator for uses prior knowledge to confirm predictions.</p>
<p>R.5.1.4.4 Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.</p>		
<p>R.5.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.</p>	<p><a href="#">A.1.2.1.4-5.e</a> Make simple inferences and draw basic conclusions.</p>	
<p>R.5.1.4.6 ▲ Identifies text structure (e.g., sequence, problem/solution, comparison/contrast, description, cause-effect).</p>	<p><a href="#">A.1.2.1.4-5.d</a> Recognize explicit relationships among ideas (e.g., cause-effect, additive, comparative, sequential) in straightforward, relatively uncomplicated informational texts.</p>	
<p>R.5.1.4.7 ▲ Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem/solution, cause-effect relationships) in one or more appropriate level texts.</p>	<p><a href="#">A.1.3.3.4-5.b</a> Compare and contrast the viewpoints of two different authors writing about the same topic.</p>	

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<p>R.5.1.4.8 ▲Links causes and effects in appropriate level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.</p>	<p><a href="#">A.1.3.1.4-5.b</a> Demonstrate understanding of causality (that the truth or occurrence of one thing can necessarily imply something else, e.g., "Because diamonds are the hardest rocks on the Earth, a drill made with a diamond tip will be harder than one made with steel.") and probability (that the truth or occurrence of one thing can make other things likely or unlikely, e.g., "My steel drill has never failed to cut through the Earth; it's probably harder than other types of drill bits.")</p>	
<p>R.5.1.4.9 ▲Retells main ideas or events as well as supporting details in appropriate level narrative, expository, technical, and persuasive texts.</p>	<p><a href="#">A.1.2.2.4-5.a</a> Summarize generally the main idea and most important details (presented as text and/or visuals) in straightforward, relatively uncomplicated informational texts.</p>	
<p>R.5.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate level texts.</p>	<p><a href="#">A.1.2.1.4-5.b</a> Identify the main idea of relatively uncomplicated informational text, in which the main idea may be explicitly stated. <a href="#">A.1.2.1.4-5.c</a> Identify the details that support the main idea of straightforward, relatively uncomplicated informational text.</p>	
<p>R.5.1.4.11 ▲Identifies the author's purpose (e.g., to persuade, to entertain, to inform).</p>		<p>A close alignment- Kansas has overstatement at High School for author's purpose- <a href="#">A.1.2.3.4-5.b</a> Recognize the use of basic verbal techniques, including understatement and overstatement. A close alignment- Kansas has allusions at High School for author's purpose- <a href="#">A.1.1.2.4-5.b</a> Use prior reading knowledge and explicit study to recognize common allusions.</p>
<p>R.5.1.4.12 Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>		<p>Achieve does include an indicator for purpose for reading.</p>
<p>R.5.1.4.13 Follows directions explained in technical text.</p>	<p><a href="#">A.1.2.4.4-5</a> Follow relatively short, simple directions in straightforward, relatively uncomplicated informational or technical texts.</p>	

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<p>R.5.1.4.14 Identifies evidence that supports conclusions in persuasive text.</p>	<p><a href="#">A.1.3.1.4-5.a</a> Identify the structure of a simple argument with a stated main claim or conclusion, supporting premises and evidence, and explicit indicators (e.g., therefore, because).</p> <p><a href="#">A.1.3.2.4-5.d</a> Identify simple faulty reasoning and basic propaganda techniques, including bandwagon, name-calling and celebrity testimonials.</p> <p><a href="#">A.1.3.2.4-5.a</a> Identify different types of evidence used to support simple arguments.</p> <p><a href="#">A.1.3.3.4-5.a</a> Identify basic relationships among ideas (e.g., similarity, difference, causality) in an argument.</p>	<p>KS Standards teaches bandwagon at Seventh Grade-</p> <p><a href="#">A.1.3.2.4-5.d</a> Identify simple faulty reasoning and basic propaganda techniques, including bandwagon, name-calling and celebrity testimonials.</p>
<p>R.5.1.4.15 ▲ Distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.</p>	<p><a href="#">A.1.2.1.4-5.a</a> Locate basic facts that are clearly stated in informational passages.</p> <p><a href="#">A.1.2.2.4-5.b</a> Recognize that a summary captures the main ideas and elements of a text, and does not include opinions of the text summarized.</p> <p><a href="#">A.1.3.2.4-5.b</a> Identify the basic qualities of factual claims and opinions in simple statements.</p> <p><a href="#">A.1.3.2.4-5.c</a> Identify the characteristics of simple false statements such as their contradictory nature.</p> <p><a href="#">A.1.3.2.4-5.d</a> Identify simple faulty reasoning and basic propaganda techniques, including bandwagon, name-calling and celebrity testimonials.</p> <p><a href="#">A.1.3.2.4-5.e</a> Identify specific words and phrases used in written and oral communication to persuade (e.g., sarcasm, loaded terms).</p>	<p>KS Standards teaches bandwagon at Seventh Grade-</p> <p><a href="#">A.1.3.2.4-5.d</a> Identify simple faulty reasoning and basic propaganda techniques, including bandwagon, name-calling and celebrity testimonials.</p>
<p><b>Standard 2 - Literature: The student responds to a variety of text.</b></p>	<p><a href="#">A.1.4</a> Analyzing Literary Texts</p>	
<p><b>Benchmark 1: The student uses literary concepts to interpret and respond to text.</b></p>		

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<p>R.5.2.1.1 ▲ Identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.</p>	<p><a href="#">A.1.4.2.4-5.b</a> Identify and describe characters in uncomplicated literary texts.  <a href="#">A.1.4.2.4-5.c</a> Identify characters' motivations and conflicts in relatively uncomplicated literary texts.</p>	
<p>R.5.2.1.2 ▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p>	<p><a href="#">A.1.4.2.4-5.d</a> Identify and describe the setting (location and time) in relatively uncomplicated literary texts.</p>	<p>KS Standard is at a higher level- Outdated according to 2003 Revision of the KS Reading Standards-  <a href="#">A.1.4.4.4-5.c</a> Identify the historical period in which a literary text (from American or world literature) was written and identify explicit and implicit examples from the text that place the work within that historical period. For example tall tales</p>
<p>R.5.2.1.3 ▲ Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).</p>	<p><a href="#">A.1.4.2.4-5.a</a> Sequence and identify the plot's main events, their causes and the influence of each event on future actions in relatively uncomplicated literary texts.</p>	
<p>R.5.2.1.4 Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.</p>	<p><a href="#">A.1.4.4.4-5.a</a> Identify and explain the theme of a relatively uncomplicated literary text, distinguishing theme from topic.</p>	<p>Relates to KS Standards but at a higher level-  <a href="#">A.1.4.4.4-5.b</a> Identify the development of similar themes across two or more relatively uncomplicated literary texts.</p>
		<p>Not contained in the KS Reading Standards-  <a href="#">A.1.4.2.4-5.e</a> Identify and describe the narration (first- or third-person narrative point of view) in relatively uncomplicated literary texts.</p>
<p><b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b></p>		

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<p>R.5.2.2.1 Understands the effects history and cultures may have on works of literature.</p>		<p>KS Standard is at a higher level- Outdated according to 2003 Revision of the KS Reading Standards- <a href="#">A.1.4.1.4-5.a</a> Demonstrate knowledge of straightforward 18th and 19th century foundational works of American literature.</p>
<p>R.5.2.2.2 Compares and contrasts various languages, traditions, and cultures found in literature.</p>		<p>KS History/Gov. Standards- <a href="#">A.1.4.1.4-5.b</a> Analyze foundational documents that have historical and literary significance in American culture.</p>
<p>R.5.2.2.3 Makes connections between specific aspects of literature from a variety of cultures and personal experiences.</p>		
	<p><a href="#">A.1.2.2.4-5.c</a> Synthesize information across two or three straightforward, relatively uncomplicated informational texts and technical sources.</p>	<p>KS Reading Standards do not include an indicator to synthesize information.</p>

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Kansas Reading Standards for Grade Eight	Achieve Reading Standards for Grades Six - Eight	Comments From KSDE Workgroup
<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>Acquire Information Reading</b>	
<b>Benchmark 3: The student expands vocabulary.</b>	<b><u>A.1.1</u> Using Vocabulary Skills</b>	
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.	<b><u>A.1.1.2.6-8.a</u></b> Use textual structure (e.g., examples or cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multiple-meaning words in more challenging texts about concrete and abstract topics.	
R.8.1.3.2 Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	<b><u>A.1.1.1.6-8.a</u></b> Use dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech of a word, clarify meaning and improve understanding of words (including understanding of connotation and denotation), and distinguish among contextually appropriate synonyms and definitions.	KS indicator is at a higher level. KS Reading Standards includes the use of reference materials such as encyclopedia, atlases, on-line reference materials.
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.	<b><u>A.1.1.1.6-8.b</u></b> Identify and define Latin and Greek words that form common roots (e.g., <i>audio, auto, malus</i> ) and recognize English words that are based on them (e.g., <i>audible, autobiography, malice</i> ). <b><u>A.1.1.1.6-8.c</u></b> Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words and to make connections with word families (e.g., suffixes such as <i>-phobia</i> and <i>-ology</i> ).	
R.8.1.3.4 ▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.	<b><u>A.1.1.2.6-8.c</u></b> Demonstrate understanding of common phrases and proverbs (e.g., <i>The road to hell is paved with good intentions</i> or <i>The best laid plans ...</i> ), idioms (e.g., <i>bite the dust</i> or <i>bee in your bonnet</i> ) and terms from other languages	

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	<p>commonly used in English (e.g., <i>RSVP</i>, <i>déjà vu</i> or <i>faux pas</i>).</p> <p><a href="#">A.1.1.2.6-8.d</a> Determine the appropriate meaning of figurative words and phrases (including metaphors and similes) in more challenging passages.</p>	
R.8.1.3.5 Distinguishes between connotative and denotative meanings.	<a href="#">A.1.1.1.6-8.a</a> Use dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech of a word, clarify meaning and improve understanding of words (including understanding of connotation and denotation), and distinguish among contextually appropriate synonyms and definitions.	Achieve does not have a strong indicator of connotative and denotative meanings.
<b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b>	<p><a href="#">A.1.2 Analyzing Informational Texts</a></p> <p><a href="#">A.1.3 Analyzing Arguments Using Logic / Critical Thinking</a></p> <p><a href="#">A.1.4 Analyzing Literary Texts</a></p>	Kansas describes text types as narrative expository, technical, and persuasive. Achieve uses the term informational text to include expository and technical text.
R.8.1.4.1 Identifies characteristics of narrative, expository, technical, and persuasive texts.		Achieve does not include an indicator to identify the different text types of expository, technical, and persuasive texts.
R.8.1.4.2 ▲ 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) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<p><a href="#">A.1.2.3.6-8.a</a> Identify the overall and localized organizational structures of more challenging informational texts.</p> <p><a href="#">A.1.2.3.6-8.c</a> Comprehend and interpret challenging factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams.</p> <p><a href="#">A.1.2.3.6-8.d</a> Evaluate the prose, organization, text features (headings), formatting (use of space) and graphics of more challenging texts.</p>	KS Mathematics, Science, and History/Government also address mathematical information presented in maps, charts, graphs, time lines, tables and diagrams.
R.8.1.4.3 Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.		Achieve does not include an indicator for uses prior knowledge to confirm

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		predictions.
R.8.1.4.4 Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.		Achieve does not have an indicator for questioning.
R.8.1.4.5 ▲Uses information from the text to make inferences and draw conclusions.	<a href="#">A.1.2.1.6-8.e</a> Make inferences and draw conclusions.	
R.8.1.4.6 ▲Analyzes how text structure (e.g., sequence, problem/solution, comparison/contrast, description, cause-effect) helps support comprehension of text.	<a href="#">A.1.2.3.6-8.a</a> Identify the overall and localized organizational structures of more challenging informational texts.	
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.	<a href="#">A.1.2.2.6-8.c</a> Synthesize information across multiple informational texts and technical sources; work with relatively more challenging texts. <a href="#">A.1.3.3.6-8.b</a> Compare and contrast evidence and conclusions between two or more arguments on the same topic. <a href="#">A.1.4.4.6-8.d</a> Demonstrate understanding that an author’s individual viewpoint may differ from the general values, attitudes and beliefs of the author’s society and culture.	KS indicator combines compare and contrast for each text type in one indicator.
R.8.1.4.8 ▲Explains cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.	<a href="#">A.1.2.1.6-8.d</a> Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, additive, sequential, adversative) in more challenging informational texts.	KS indicator combines cause and effect for each text type in one indicator. Achieve indicator is cause and effect in informational text.
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.	<a href="#">A.1.2.2.6-8.a</a> Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in challenging informational texts. <a href="#">A.1.2.2.6-8.b</a> Distinguish between a summary and a critique (for example, by demonstrating understanding that a summary captures the main ideas and elements of a text, while a critique takes a position or expresses an opinion about ideas or text.	KS indicator combines summarization for each text type in one indicator. Achieve indicator is summarization in informational text.

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<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.</p>	<p><a href="#">A.1.2.1.6-8.a</a> Locate and interpret important details in more challenging passages and interpret subtle details in less complicated informational texts.</p> <p><a href="#">A.1.2.1.6-8.b</a> Identify/infer the main idea of more challenging informational text, in which the main idea may be explicitly stated or implied.</p> <p><a href="#">A.1.2.1.6-8.c</a> Identify/infer the details that support the main idea of more challenging informational text.</p> <p><a href="#">A.1.3.1.6-8.a</a> Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises and explicit indicators (e.g., therefore, thus, since, because).</p> <p><a href="#">A.1.3.1.6-8.b</a> Recognize and distinguish between inductive and deductive arguments.</p> <p><a href="#">A.1.3.1.6-8.c</a> Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.</p>	<p>KS indicator combines main idea, supporting details, and theme for each text type in one indicator. Achieve indicator for main idea is divided between several indicators.</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.</p>	<p>A close alignment- Kansas has overstatement at High School for author’s purpose-</p> <p><a href="#">A.1.2.3.6-8.b</a> Recognize and analyze the use and function of verbal techniques, including understatement, overstatement and irony.</p>	<p>A close alignment- Kansas has allusions at High School for author’s purpose-</p> <p><a href="#">A.1.1.2.6-8.b</a> Use prior reading knowledge and explicit study to recognize common allusions.</p>
<p>R.8.1.4.12 Establishes purposes for both assigned and self selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>		<p>Achieve does not include an indicator for purpose for reading.</p>

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<p>R.8.1.4.13 Follows directions explained in technical text.</p>	<p><a href="#">A.1.2.4.6-8</a> Follow more complicated, extended but single-tasked instructions in more challenging informational or technical texts.</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).</p>	<p><a href="#">A.1.3.1.6-8.a</a> Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises and explicit indicators (e.g., therefore, thus, since, because).</p> <p><a href="#">A.1.3.1.6-8.b</a> Recognize and distinguish between inductive and deductive arguments.</p> <p><a href="#">A.1.3.1.6-8.c</a> Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.</p>	
<p>R.8.1.4.15 ▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate level texts.</p>	<p><a href="#">A.1.3.2.6-8.a</a> Determine the relevance and quality of evidence given to support or oppose an argument.</p> <p><a href="#">A.1.3.2.6-8.b</a> Determine simple criteria for recognizing a factual claim and an opinion, including identifying possible methods (e.g., scientific, historical) used to identify a statement as fact or opinion.</p> <p><a href="#">A.1.3.2.6-8.c</a> Identify a variety of false statements including those involving categorical claims.</p> <p><a href="#">A.1.3.2.6-8.d</a> Identify common logical fallacies including appeals to the audience's pity or to common opinion, personal attacks and arguments based on false dilemmas (assuming that only two options exist, when more are available) in a variety of argumentative texts.</p> <p><a href="#">A.1.3.2.6-8.e</a> Identify the stylistic and rhetorical devices that are used to persuade in written and oral communication but are not necessarily logically connected to the argument itself (e.g., loaded terms, caricature, leading questions, false assumptions).</p>	

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	<a href="#">A.1.3.3.6-8.a</a> Identify and describe a variety of relationships (e.g., similarity, difference, causality) among evidence, inferences and claims in argumentative text.	
<b>Standard 2 Literature: The student responds to a variety of text.</b>	<b><a href="#">A.1.4</a> Analyzing Literary Texts</b>	
<b>Benchmark 1: The student uses literary concepts to interpret and respond to text.</b>		
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.	<a href="#">A.1.4.2.6-8.c</a> Identify and describe characters' features and relationships in more challenging literary texts. <a href="#">A.1.4.2.6-8.d</a> Analyze the moral dilemmas in more challenging works of literature, as revealed by characters' motivation and behavior.	
R.8.2.1.2 ▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	<a href="#">A.1.4.2.6-8.e</a> Identify and analyze the setting (location and time) and its impact on plot, character and theme in more challenging literary texts. <a href="#">A.1.4.4.6-8.c</a> Identify the historical period in which a literary text (from American or world literature) was written and explain the text in light of this understanding.	
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.	<a href="#">A.1.4.2.6-8.a</a> Sequence and identify the plot's main events, their causes and the influence of each event on future actions in more challenging literary texts. <a href="#">A.1.4.2.6-8.b</a> Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.	
R.8.2.1.4 Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	<a href="#">A.1.4.4.6-8.a</a> Identify and explain the theme(s) of a challenging literary text, distinguishing theme from topic. <a href="#">A.1.4.4.6-8.b</a> Identify and explain the development of similar themes across two or	

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	more somewhat challenging literary texts.	
R.8.2.1.5 Identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, imagery, symbolism) in a text and explains how the author uses such devices to help establish tone and mood.	<a href="#">A.1.4.3.6-8.c</a> Identify sound patterns (alliteration, onomatopoeia, rhyme scheme) and figurative language (extended and mixed metaphors, simile), and other conventions of verse (including poetic forms such as ballads, sonnets, lyric, narrative, limerick and haiku) in more challenging poetry and explain how these contribute to the poem’s meaning and to the poetry’s effect.	
	<a href="#">A.1.4.2.6-8.f</a> Analyze the narration and point of view (including first-person, third-person omniscient and third-person limited) in more challenging literary texts.	Not included in KS Reading Standards.
<b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b>		
R.8.2.2.1 Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	<p><a href="#">A.1.4.3.6-10.a</a> Consider genre characteristics in interpreting challenging literary texts.</p> <p><a href="#">A.1.4.3.6-10.b</a> Demonstrate understanding that form relates to meaning.</p> <p><a href="#">A.1.4.3.6-8.d</a> Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in more challenging plays that are read or viewed.</p>	<p>Kansas is at a higher level-Outdated according to 2003 Revision of the KS Reading Standards-</p> <p><a href="#">A.1.4.1.6-8.a</a> Demonstrate knowledge of 18th and 19th century foundational works of American literature.</p>
R.8.2.2.2 Compares and contrasts customs and ideas within literature representing a variety of cultures.	<a href="#">A.1.4.4.6-8.d</a> Demonstrate understanding that an author’s individual viewpoint may differ from the general values, attitudes and beliefs of the author’s society and culture.	
R.8.2.2.3 Analyzes distinctive and shared characteristics of cultures through a variety of texts.		
		<p>KS History/Government Indicator</p> <p><a href="#">A.1.4.1.6-8.b</a> Analyze foundational</p>

		documents that have historical and literary significance in American culture.
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Kansas Reading Standards for High School (Grades Nine – Twelve)	Achieve Reading Standards for Grades Eleven and Twelve	Comments from KSDE Workgroup
<b>Standard 1 - Reading: The student reads and comprehends text across the curriculum.</b>	<b>Acquire Information Reading</b>	
<b>Benchmark 3: The student expands vocabulary.</b>	<b><u>A.1.1</u> Using Vocabulary Skills</b>	
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.	<b><u>A.1.1.2.11-12.a</u></b> In complex texts about abstract topics, analyze textual context (within sentence and in larger sections of the text) and the organizational conventions of genre to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.	
R.HS.1.3.2 Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	<b><u>A.1.1.1.9-12.a</u></b> Use dictionaries, thesauruses and glossaries (printed and electronic) to determine the correct spelling and part of speech, clarify meaning and enhance understanding of a word, including distinguishing its connotation and denotation and tracing its etymology.	KS indicator is at a higher level. KS Reading Standards includes the use of reference materials such as encyclopedia, atlases, on-line reference materials.
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.	<b><u>A.1.1.1.11-12.b</u></b> Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., <i>antecedent, antebellum, circumference, millennium, millimeter, amphibian, heterogeneous, perimeter</i> ).  <b><u>A.1.1.1.11-12.c</u></b> Use the origins, history and evolution of words and concepts to enhance understanding.	
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.	<b><u>A.1.1.2.11-12.c</u></b> Identify the meaning of metaphors based on common literary allusions and conceits (e.g., <i>the dogs of war, a face that could launch a thousand ships, flying too close to the sun or Life's but a walking shadow, a poor player/that struts and frets his hour upon the</i>	

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	<p><i>stage/and then is heard no more: it is a tale/told by an idiot, full of sound and fury signifying nothing</i>); demonstrate understanding of idioms and phrases taken from other languages (e.g., <i>ad hoc</i>, <i>enfant terrible</i> or <i>cause celebre</i>).</p> <p><a href="#">A.1.1.2.11-12.d</a> Determine the appropriate meaning of figurative words and phrases in complex passages.</p>	
R.HS.1.3.5 Discriminates between connotative and denotative meanings and interprets the connotative power of words.	<a href="#">A.1.1.2.11-12.a</a> In complex texts about abstract topics, analyze textual context (within sentence and in larger sections of the text) and the organizational conventions of genre to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.	Achieve does not have a strong indicator of connotative and denotative meanings.
<b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b>	<p><a href="#">A.1.2</a> Analyzing Informational Texts</p> <p><a href="#">A.1.3</a> Analyzing Arguments Using Logic / Critical Thinking</p> <p><a href="#">A.1.4</a> Analyzing Literary Texts</p>	Kansas describes text types as narrative expository, technical, and persuasive. Achieve uses the term informational text to include expository and technical text.
R.HS.1.4.1 Identifies characteristics of narrative, expository, technical, and persuasive texts.		Achieve does not include an indicator to identify the different text types of expository, technical, and persuasive texts.
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><a href="#">A.1.2.3.11-12.c</a> Comprehend, interpret, evaluate and translate (from text to graphic or graphic to text) complex factual, quantitative, technical or mathematical information presented in maps, charts, graphs, time lines, tables and diagrams.</p> <p><a href="#">A.1.2.3.11-12.d</a> Evaluate complex informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal.</p>	KS Mathematics, Science, History/Government and Career and Technical Education Standards also address mathematical information presented in maps, charts, graphs, time lines, tables and diagrams and informational and technical text.
R.HS.1.4.3 Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.		Achieve does not include an indicator for uses prior knowledge to confirm predictions.

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R.HS.1.4.4 Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.		Achieve does not have an indicator for questioning.
R.HS.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions.	<a href="#">A.1.2.1.9-12.e</a> Make subtle inferences and draw complex conclusions.	
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.	<a href="#">A.1.2.3.11-12.a</a> Analyze and evaluate the ways in which a complex text’s elaborate or unconventional organizational structure supports or confounds its meaning or purpose.	
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.	<a href="#">A.1.2.2.11-12.c</a> Synthesize information across multiple complex informational and technical texts and technical sources. <a href="#">A.1.4.4.6-8.d</a> Demonstrate understanding that an author’s individual viewpoint may differ from the general values, attitudes and beliefs of the author’s society and culture.	KS indicator combines compare and contrast for each text type in one indicator.
R.HS.1.4.8 ▲ Explains and analyzes cause-effect relationships in appropriate level narrative, expository, technical, and persuasive texts.	<a href="#">A.1.2.1.11-12.d</a> Recognize clear, subtle or implied relationships among ideas (e.g., cause-effect, additive, comparative, sequential, adversative) in complex informational texts.	KS indicator combines cause and effect for each text type in one indicator. Achieve indicator is cause and effect in informational text.
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.	<a href="#">A.1.2.2.11-12.a</a> Summarize in a concise and well-organized way the main ideas, supporting details and relationships among ideas (presented as text and/or visuals) in complex informational and technical texts.	KS indicator combines summarization for each text type in one indicator. Achieve indicator is summarization in informational text.
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.	<a href="#">A.1.2.1.9-12.a</a> Identify and interpret essential details in complex passages and interpret minor or subtle details in complex informational text. <a href="#">A.1.2.1.9-12.b</a> Identify/infer the main ideas in complex informational text. <a href="#">A.1.2.1.9-12.c</a> Identify/infer and distinguish the	

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	<p>essential and non-essential details that support the main idea of complex informational text.</p> <p><a href="#">A.1.3.1.6-8.a</a> Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises and explicit indicators (e.g., therefore, thus, since, because).</p> <p><a href="#">A.1.3.1.6-8.b</a> Recognize and distinguish between inductive and deductive arguments.</p> <p><a href="#">A.1.3.1.6-8.c</a> Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.</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.</p>	<p><a href="#">A.1.1.2.11-12.b</a> Use prior reading knowledge and explicit study to identify the meaning of literary, classical and biblical allusions, including those which may be more obscure or extended.</p> <p><a href="#">A.1.2.3.9-12.b</a> Recognize, analyze and evaluate the sophisticated and subtle uses, abuses and complex functions of verbal techniques, including ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement.</p> <p><a href="#">A.1.3.2.9-12.f</a> Identify and analyze the stylistic and rhetorical devices that are used to persuade in written and oral communication. Recognize that these devices accompany arguments but are not necessarily logically connected to them (e.g., loaded terms, caricature, leading questions, false assumptions).</p> <p><a href="#">A.1.4.2.11-12.h</a> Analyze the narration and point of view in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.</p>	

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	<a href="#">A.1.4.2.11-12.i</a> Explain the impact of a particular point of view(s).	
R.HS.1.4.12 Establishes purposes for both assigned and self selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).		Achieve does not include an indicator for purpose for reading.
R.HS.1.4.13 Follows directions explained in technical text.	<a href="#">A.1.2.4.11-12</a> Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.	
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.	<p><a href="#">A.1.2.2.9-12.b</a> Distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.</p> <p><a href="#">A.1.3.1.11-12.a</a> Describe the structure of a multi-faceted argument with an unstated main claim or conclusion and explicit or implicit premises that may or may not use explicit indicators (e.g., hence, consequently, given).</p> <p><a href="#">A.1.3.1.9-12.b</a> Analyze the elements of deductive and inductive arguments.</p> <p><a href="#">A.1.3.1.9-12.c</a> Explain the different ways premises support conclusions in deductive and inductive arguments (where, if the premises of a deductive argument are all true and its form is valid, the conclusion is inescapably true—i.e., the conclusion is sound—and how the conclusion of an inductive argument provides the best or most probable explanation of the truth of the premises, but is not necessarily true—i.e., is weak or strong).</p>	

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<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.</p>	<p><a href="#">A.1.3.2.11-12.a</a> Evaluate the relevance, quality and sufficiency of evidence used to support or oppose an argument.</p> <p><a href="#">A.1.3.2.11-12.b</a> Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions, and distinguish the role of factual claims and opinions within the body of argumentative texts.</p> <p><a href="#">A.1.3.2.11-12.c</a> Distinguish between evidence which is directly stated and evidence which is inferred or implied within an argument and evaluate the role of both within the argument.</p> <p><a href="#">A.1.3.2.11-12.d</a> Identify false premises and explain the role they play in argumentative and other texts.</p> <p><a href="#">A.1.3.2.11-12.e</a> Analyze common logical fallacies, such as the appeal to pity (<i>argumentum ad misericordiam</i>), the personal attack (<i>argumentum ad hominem</i>), the appeal to common opinion (<i>argumentum ad populum</i>) and the false dilemma (assuming only two options when there are more options available) and evaluate their role in an argument.</p> <p><a href="#">A.1.3.3.11-12.a</a> Explain and evaluate complex relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions and claims in a variety of argumentative texts.</p> <p><a href="#">A.1.3.3.11-12.b</a> Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic.</p>	
<p><b>Standard 2 Literature: The student responds to a variety of text.</b></p>	<p><a href="#">A.1.4</a> Analyzing Literary Texts</p>	
<p><b>Benchmark 1: The student uses literary concepts to interpret and respond to text.</b></p>		
<p>R.HS.2.1.1 ▲ Identifies and describes different</p>	<p><a href="#">A.1.4.2.9-12.c</a> Analyze the role and function of</p>	

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<p>types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p>characters in a variety of literary texts, including complex texts.</p> <p><a href="#">A.1.4.2.9-12.d</a> Analyze how authors develop complex, multilayered characters through use of literary devices (e.g., character actions, interaction among characters, dialogue, physical attributes and characters' thoughts).</p> <p><a href="#">A.1.4.2.9-12.e</a> Analyze the moral dilemmas in complex works of literature, as revealed by characters' motivation and behavior.</p> <p><a href="#">A.1.4.2.11-12.h</a> Analyze the narration and point of view in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.</p>	
<p>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.</p>	<p><a href="#">A.1.4.2.11-12.g</a> Identify and analyze the setting (location and time) and how the setting, and changes in setting, impact plot, character, theme and tone in complex literary texts.</p> <p><a href="#">A.1.4.4.11-12.c</a> Analyze works of literature for what they suggest about the historical period in which they were written.</p>	
<p>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.</p>	<p><a href="#">A.1.4.2.9-12.f</a> Identify ways that the plot shapes the character and presentation of moral dilemmas in complex text.</p> <p><a href="#">A.1.4.2.11-12.a</a> Analyze how plot developments interact with characters' conflicts and dilemmas.</p> <p><a href="#">A.1.4.2.11-12.b</a> Analyze the function and effect of plot structure in complex literary texts.</p>	
<p>R.HS.2.1.4 Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.</p>	<p><a href="#">A.1.4.2.11-12.i</a> Explain the impact of a particular point of view(s).</p> <p><a href="#">A.1.4.4.11-12.a</a> Identify, analyze and explain the multiple levels of theme(s) of a complex literary</p>	

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	<p>text.</p> <p><a href="#">A.1.4.4.11-12.b</a> Identify, analyze and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity.</p>	
R.HS.2.1.5 Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.	<a href="#">A.1.4.3.11-12.c</a> Identify, analyze and evaluate the effect and use of metrics, rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).	
<b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b>		
R.HS.2.2.1 Recognizes ways that literature from different cultures presents similar themes differently across genres.	<p><a href="#">A.1.4.1.11-12.a</a> Demonstrate knowledge of 18th and 19th century foundational works of American literature.</p> <p><a href="#">A.1.4.3.11-12.a</a> Consider genre characteristics when interpreting complex texts.</p> <p><a href="#">A.1.4.3.11-12.b</a> Demonstrate understanding that form relates to meaning.</p> <p><a href="#">A.1.4.3.11-12.d</a> Identify elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) in complex plays.</p>	
R.HS.2.2.2 Compares and contrasts works of literature that deal with similar topics and problems.	<a href="#">A.1.4.4.11-12.d</a> Analyze texts to identify the author’s attitudes, viewpoints and beliefs and to critique how these relate to the larger historical, social and cultural context of the texts.	
R.HS.2.2.3 Evaluates distinctive and shared characteristics of cultures through a variety of texts.		
		<p>KS History/Government indicator</p> <p><a href="#">A.1.4.1.11-12.b</a> Analyze foundational</p>

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		documents that have historical and literary significance in American culture.
	<a href="#">A.1.4.3.11-12.e</a> Evaluate how the elements of dramatic literature articulate a playwright's vision.	KS Reading Standards do not contain this indicator.