

**Reading: The student reads and comprehends text across the curriculum.**

**Fluency**

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> <li>• Uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</li> <li>• Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>.</li> <li>• Uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i></li> <li>• Uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.</li> <li>• Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</li> <li>• Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>.</li> <li>• Uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i></li> <li>• Uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.</li> <li>• Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</li> <li>• Reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>.</li> <li>• Uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i></li> <li>• Uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.</li> <li>• Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</li> </ul>
			<p>KSDE Reading Standards 1.2.1-1.2.4</p>

**Reading: The student reads and comprehends text across the curriculum.**

**Vocabulary**

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> <li>Determines the meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words) from sentences or paragraphs.</li> <li>Uses <i>synonyms, antonyms, homophones</i>, and <i>homographs</i> to determine the meaning of words.</li> <li>Understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</li> <li>Determines meaning of words through knowledge of word structure (e.g., <i>root words, prefixes, suffixes</i>).</li> <li>Identifies and determines the meaning of <i>figurative language</i>, including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification</i>, and <i>idioms</i>.</li> <li>Identifies word <i>connotations</i> and word <i>denotations</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words) from sentences or paragraphs.</li> <li>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.</li> <li>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.</li> <li>Identifies and determines the meaning of <i>figurative language</i>, including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification</i>, and <i>idioms</i>.</li> <li>Identifies word <i>connotations</i> and word <i>denotations</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words, and <i>cause-effect</i>) from sentences or paragraphs</li> <li>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.</li> <li>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.</li> <li>Identifies and determines the meaning of <i>figurative language</i>, including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism</i>.</li> <li>Distinguishes between <i>connotative</i> and <i>denotative</i> meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words, <i>cause-effect</i>) from sentences or paragraphs.</li> <li>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.</li> <li>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.</li> <li>Identifies, interprets, and analyzes the use of <i>figurative language</i>, including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism</i>.</li> <li>Discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the connotative power of words.</li> </ul>
KSDE Reading Standards <b>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</b>			

**Reading: The student reads and comprehends text across the curriculum.  
Comprehension of Genres**

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> <li>Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>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.</li> <li>Uses prior knowledge, content, text type and text features to make, to revise, and confirm predictions.</li> <li>Generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</li> <li>Uses information from the text to make inferences and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>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.</li> <li>Uses prior knowledge, content, and text type features to make, revise, and confirm predictions.</li> <li>Generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</li> <li>Uses information from the text to make inferences and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>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.</li> <li>Uses prior knowledge, content, and text type features to make, revise, and confirm predictions.</li> <li>Generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</li> <li>Uses information from the text to make inferences and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>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.</li> <li>Uses prior knowledge, content, and text type features to make, revise, and confirm predictions.</li> <li>Generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</li> <li>Uses information from the text to make inferences and draw conclusions.</li> </ul>
<p>KSDE Reading Standards <b>1.4.1-1.4.15</b></p>			

**Reading: The student reads and comprehends text across the curriculum.  
Comprehension of Genres**

Sixth Grade	Seventh Grade	Eighth Grade	High School
<ul style="list-style-type: none"> <li>Analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.</li> <li>Compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.</li> <li>Explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts.</li> <li>Uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied main ideas, main events, important details) from appropriate-level <i>narrative, expository, persuasive,</i> and <i>technical</i> texts in logical order.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.</li> <li>Compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes</i>) in one or more appropriate-level texts.</li> <li>Explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts.</li> <li>Uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied main ideas, main events, important details) from appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts in logical order.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes how text structure (e.g., <i>cause-effect</i>) helps support comprehension of text.</li> <li>Compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes,</i>) in one or more appropriate-level texts.</li> <li>Explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts.</li> <li>Uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied main ideas, main events, important details) from appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts in logical order.</li> <li>Identifies the <i>topic, main idea(s),</i> supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes and evaluates how authors use text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) to achieve their purposes.</li> <li>Compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes,</i> persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</li> <li>Explains and analyzes <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts.</li> <li>Uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts in logical or sequential order, clearly preserving the author's intent.</li> </ul>
<p>KSDE Reading Standards <b>1.4.1-1.4.15</b></p>			

**Reading: The student reads and comprehends text across the curriculum.  
Comprehension of Genres**

**Sixth Grade**

- 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.
- Identifies and describes the *author's purpose* and basic techniques the author uses to achieve that purpose.
- Establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
- Follows directions explained in *technical text*.
- Identifies or describes evidence that supports conclusions in *persuasive* text.
- Distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media), *bias*, and *stereotypes* in various types of appropriate-level texts.

**Seventh Grade**

- 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.
- Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.
- Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
- Follows directions explained in *technical text*.
- 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).
- Distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), *bias*, and *stereotypes* in various types of appropriate-level texts.

**Eighth Grade**

- 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.
- Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
- Follows directions explained in *technical text*.
- 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).
- Distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), *bias*, and *stereotypes* in various types of appropriate-level texts.

**High School**

- 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.
- 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.
- Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
- Follows directions presented in *technical text*.
- 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.
- Distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), *bias*, and *stereotypes* in various types of appropriate-level texts.

KSDE Reading Standards  
**1.4.1-1.4.15**

**Literature/Reading Response: The student responds to a variety of texts.**  
**Literary Concepts**

**Sixth Grade**

- Describes different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the *plot*, including resolution of the major conflict
- 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.
- Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.
- Identifies aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.
- Identifies the use of literary devices (e.g., *foreshadowing*, *flashback*).

**Seventh Grade**

- Describes different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the *plot*, including resolution of the major conflict.
- 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*).
- 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.
- 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).
- Identifies literary devices (e.g., *foreshadowing*, *flashback*, *figurative language*, *irony*, *metaphor*, *tone/mood*, *symbolism*).

**Eighth Grade**

- 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
- 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*).
- 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.
- 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).
- 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*.

**High School**

- Identifies and describes different types of *characters* (e.g., *protagonist*, *antagonist*, round, flat, static, dynamic) and analyzes the development of *characters*.
- Analyzes the historical, social, and cultural contextual aspects of the *setting* and their influence on characters and events in the story or literary text.
- 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.
- 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.
- 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.

KSDE Reading Standards  
**2.1.1-2.1.5**

**Literature/Reading Response: The student responds to a variety of texts.  
Cultural and Historical Significance of Literature**

**Sixth Grade**

- Understands the effects history and cultures may have on works of literature.
- Compares and contrasts various languages, traditions, and cultures found in literature.
- Makes connections between specific aspects of literature from a variety of cultures and personal experiences.

**Seventh Grade**

- Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
- Compares and contrasts customs and ideas within literature representing a variety of cultures.
- Recognizes connections between cultures and experiences through a variety of texts.

**Eighth Grade**

- Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
- Compares and contrasts customs and ideas within literature representing a variety of cultures.
- Analyzes distinctive and shared characteristics of cultures through a variety of texts.

**High School**

- Recognizes ways that literature from different cultures presents similar themes differently across genres.
- Compares and contrasts works of literature that deal with similar topics and problems.
- Evaluates distinctive and shared characteristics of cultures through a variety of texts.

KSDE Reading Standards  
2.2.1, 2.2.2, 2.2.3