



# STATE MATCH SUPPLEMENT

## Kansas Curricular Standards

Reading and Writing,  
Mathematics, and Science  
Grades 8–12

and

EXPLORE<sup>®</sup>, PLAN<sup>®</sup>,  
and the ACT<sup>®</sup>

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## Preface

This document is a supplement to the *State Match Kansas Curricular Standards Reading and Writing, Mathematics, and Science Grades 8–12 and EXPLORE, PLAN, and the ACT (August 2011)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Kansas Standard in a side-by-side format. The left side of each page presents the Kansas Standards (highlighted if measured by ACT’s corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) that correspond to each Kansas Standard.

Kansas Standards listed here are from the Kansas Curricular Standards as published by the Kansas State Department of Education as follows:

<b>Kansas Curricular Standards</b>	<b>Year</b>
Reading	2003
Writing	2003
Mathematics	2003
Science	2007



**SUPPLEMENT  
TABLES 1A–1F:  
READING AND WRITING**

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. <b>The student reads and comprehends text across the curriculum.</b></p>	
<p><b>Benchmark 1:</b> The student uses skills in alphabetics to construct meaning from text.</p>	
<p>[No indicators at this grade level.]</p>	
<p><b>Benchmark 2:</b> <b>The student reads fluently.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>Identify relationships between main characters in uncomplicated literary narratives</li> </ul>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. <b>The student reads and comprehends text across the curriculum.</b></p>	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>The student...</p>	
<p>1. uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.</p>	

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	
3. uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	
4. uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	
<b>Benchmark 3:</b> The student expands vocabulary.	
The student...	
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.	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
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.	
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.	
4. ▲ identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
5. distinguishes between connotative and denotative meanings.	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<b>Benchmark 4:</b> The student comprehends a variety of texts (narrative, expository, technical, and persuasive).	
The student...	
1. identifies characteristics of narrative, expository, technical, and persuasive texts.	
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.	
3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>



TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
<p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. <b>The student reads and comprehends text across the curriculum.</b></p>	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
6. ▲ analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>
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.	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p>
8. ▲ explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p>
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.	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> </ul>
<p>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><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
<p>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><b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>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>13. follows directions explained in technical text.</p>	
<p>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><b>Main Ideas and Author’s Approach:</b>                      Recognize a clear intent of an author or narrator in uncomplicated literary narratives                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Summarize basic events and ideas in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>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><b>Generalizations and Conclusions:</b>                      Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages                      Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages                      Draw simple generalizations and conclusions using details that support the main points of more challenging passages                      Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives                      Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 2: Literature. The student responds to a variety of text.	
Benchmark 1: The student uses literary concepts to interpret and respond to text.	
The student...	
<p>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.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
<p>Standard 2: Literature. <b>The student responds to a variety of text.</b></p>	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>



TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 2: Literature. The student responds to a variety of text.	
<p>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).</p>	<p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>
<p>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.</p>	<p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Make simple inferences about how details are used in passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Order sequences of events in uncomplicated passages</li> </ul>
<p>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).</p>	<p><b>Main Ideas and Author's Approach:</b></p> <ul style="list-style-type: none"> <li>Summarize basic events and ideas in more challenging passages</li> </ul>
<p>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.</p>	<p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Make simple inferences about how details are used in passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> </ul>

TABLE 1A

KANSAS Grade 8 Reading Curricular Standards	EXPLORE Reading College Readiness Standards
Standard 2: Literature. <span style="background-color: yellow;">The student responds to a variety of text.</span>	
<b>Benchmark 2:</b> The student understands the significance of literature and its contributions to various cultures	
The student...	
1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	
2. compares and contrasts customs and ideas within literature representing a variety of cultures.	
3. analyzes distinctive and shared characteristics of cultures through a variety of texts.	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 1:</b> The student writes narrative text using the writing process.	
The student...	
<p>1. understands and develops a focused written piece that includes plot elements (e.g., initiating event, rising and falling action, climax, conflict, setting, character development, resolution).</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>2. uses (1) personal experience (2) observations (3) prior knowledge in written text.</p>	
<p>3. clearly defines the main idea with selection of relevant details from a variety of sources.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>4. analyzes and understands implications of plagiarism (e.g., ethical, legal).</p>	
<p>5. understands and independently uses appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	
<p>6. writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>7. selects transitions to connect ideas within and between paragraphs.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>8. selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>9. selects words that are suitable and precise that create appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers).</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
10. includes vocabulary particular to the topic and provides ease of understanding.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
11. varies sentence structures and lengths (e.g., simple, compound, complex, compound-complex).	
12. creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another.	
13. discriminates between the effective and ineffective use of sentence fragments.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
14. writes using dialogue effectively, sounding conversational and natural.	
15. [No indicator at this grade level]	
16. uses correct mechanics and punctuation (e.g., use of hyphens, dashes, ellipsis).	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>17. uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p>18. spells familiar and most unfamiliar words correctly utilizing available resources (e.g., dictionary, spell check).</p>	
<p>19. uses correct paragraph division to reinforce the organizational structure of the text.</p>	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 2:</b> The student writes expository text using the writing process.	
The student...	
<p>1. ▲ develops one main idea and/or a thesis statement.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>2. ▲ clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>3. ▲ uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g., 3rd person pronouns in research).</p>	
<p>4. ▲ expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience.</p>	
<p>5. ▲ analyzes and understands implications of plagiarism (e.g., ethical, legal).</p>	
<p>6. cites references for all information used or reproduced from any source.</p>	
<p>7. constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date.</p>	
<p>8. ▲ understands and independently uses appropriate strategies to generate expository text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>9. ▲ develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul>
<p>10. ▲ arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences).</p>	<p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> </ul>
<p>11. ▲ selects appropriate transitions to connect ideas within and between paragraphs.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul>
<p>12. ▲ selects original and compelling vocabulary and/or figurative language to inform the reader.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</li> </ul>



TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
13. ▲ selects words that are suitable and precise, creating appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
14. ▲ defines and uses specialized vocabulary particular to the subject/topic providing ease of understanding.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
15. ▲ varies sentence structures and lengths making the reading pleasant and natural (e.g., simple, compound, complex, compound-complex).	
16. ▲ creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another.	
17. ▲ discriminates between the effective and ineffective use of sentence fragments.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
18. [No indicator at this grade level]	
19. ▲ uses correct mechanics and punctuation (e.g., hyphens, dashes, ellipsis).	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>20. ▲ uses correct grammar and usage, which may be manipulated for stylistic effect, contributing to clarity.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p>21. ▲ spells familiar and most unfamiliar words correctly utilizing available resources (e.g., dictionary, spell check)</p>	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
22. ▲ uses correct paragraph division to reinforce the organizational structure of the text.	
<b>Benchmark 3:</b> The student writes technical text using the writing process.	
The student...	
1. develops a technical text focused on one main purpose.	
2. clearly defines the main idea with selection of concise, logical details that meet the reader’s informational needs.	
3. analyzes and understands implications of plagiarism (e.g., ethical, legal).	
4. cites references for all information used or reproduced from any source.	
5. constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date.	
6. understands and independently uses appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).	
7. organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader’s informational needs.	
8. writes a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion.	
9. selects appropriate transitions to connect ideas within the piece (e.g., enumerated list, bullets, headings, subheadings, complex outlining elements).	
10. writes with an awareness of purpose and audience (e.g., letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, fliers, e-mails).	
11. writes with authority so the voice is not distracting.	
12. selects words that convey the writer’s message plainly and concisely (e.g., technical terms, jargon).	
13. selects words appropriate for the intended task/format (e.g., persuasive, if persuading; informational, if informing, etc.).	
14. writes compact sentences or phrases that make the point clear.	
15. punctuates correctly (e.g., hyphens, dashes, ellipsis).	
16. uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity.	
17. spells words correctly and uses available resources (e.g., dictionary, spell check).	
18. uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g., charts, graphs, illustrations).	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 4:</b> The student writes persuasive text using the writing process.	
The student...	
1. asserts an arguable proposition or opinion (thesis statement).	
2. uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g., 1st person in editorial).	
3. develops details necessary to expand the main topic in a balanced format supporting the writer's position.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
4. anticipates the reader's question(s) and provides balance with a counter-argument.	
5. practices building a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
6. analyzes and understands implications of plagiarism (e.g., ethical, legal).	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>7. understands and independently uses appropriate strategies to generate persuasive text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).</p>	
<p>8. develops a cohesive piece that contains an engaging introduction, an appropriate body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original proposition.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>9. arranges information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences).</p>	<p><b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
<p>10. selects appropriate transitions to connect ideas within and between paragraphs.</p>	<p><b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
11. selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, cynicism, sarcasm, originality, and liveliness).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
12. uses language that is appropriate for persuasive writing and easy for the audience to understand.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
13. practices using words that are suitable, precise, and create imagery (e.g., specific nouns, powerful verbs, vivid modifiers).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
14. varies sentence structures and lengths, making the reading pleasant and natural (e.g., simple, compound, complex, compound-complex).	
15. creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another.	
16. discriminates between the effective and ineffective use of sentence fragments.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
17. includes convincing dialogue, if appropriate.	

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>18. punctuates accurately (e.g., hyphens, dashes, ellipsis).</p>	<p><b>Conventions of Punctuation:</b></p> <ul style="list-style-type: none"> <li>Delete commas that create basic sense problems (e.g., between verb and direct object)</li> <li>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</li> <li>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</li> <li>Use commas to set off simple parenthetical phrases</li> <li>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</li> <li>Use punctuation to set off complex parenthetical phrases</li> <li>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</li> <li>Use apostrophes to indicate simple possessive nouns</li> <li>Recognize inappropriate uses of colons and semicolons</li> </ul>
<p>19. uses correct grammar and usage, which may be manipulated for stylistic effect, which contributes to clarity.</p>	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Use conjunctions or punctuation to join simple clauses</li> <li>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</li> <li>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</li> <li>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</li> <li>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</li> <li>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</li> <li>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</li> </ul> <p><b>Conventions of Usage:</b></p> <ul style="list-style-type: none"> <li>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</li> <li>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</li> <li>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></li> </ul>

TABLE 1B

KANSAS Grade 8 Writing Curricular Standards	EXPLORE English College Readiness Standards
Standard 1: Writing. <b>The student writes effectively for a variety of audiences, purposes, and contexts.</b>	
	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p><b>20.</b> spells familiar and most unfamiliar words correctly utilizing available resources (e.g., dictionary, spell check).</p>	
<p><b>21.</b> indents paragraphs to reinforce the organizational structure of the text.</p>	



TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
<b>Benchmark 1:</b> The student uses skills in alphabetics to construct meaning from text.	
[No indicator at this grade level.]	
<p><b>Benchmark 2:</b> <span style="background-color: yellow;">The student reads fluently.</span></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in more challenging passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> </ul>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
The student...	
1. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	
<b>Benchmark 3:</b> The student expands vocabulary.	
The student...	
<p>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.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
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 tasks.	
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.	
4. ▲ identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>5. <b>discriminates between connotative and denotative meanings and interprets the connotative power of words.</b></p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b></p>	
<p><b>The student...</b></p>	
<p>1. identifies characteristics of narrative, expository, technical, and persuasive texts.</p>	
<p>2. <b>▲</b> 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>	

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p>	<p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</li> </ul>
<p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> </ul>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Order sequences of events in uncomplicated passages</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> <li>Order sequences of events in more challenging passages</li> <li>Understand the dynamics between people, ideas, and so on in more challenging passages</li> <li>Understand implied or subtly stated cause-effect relationships in more challenging passages</li> </ul> <p><b>Meanings of Words:</b></p> <ul style="list-style-type: none"> <li>Understand the implication of a familiar word or phrase and of simple descriptive language</li> <li>Use context to understand basic figurative language</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</li> <li>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</li> <li>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</li> <li>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</li> </ul> <p><b>Generalizations and Conclusions:</b></p> <ul style="list-style-type: none"> <li>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</li> <li>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</li> <li>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</li> <li>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</li> <li>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</li> </ul>



TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
<p>6. ▲ analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>
<p>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.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify relationships between main characters in uncomplicated literary narratives            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages            Identify clear relationships between characters, ideas, and so on in more challenging literary narratives            Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<p>8. ▲ explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Recognize clear cause-effect relationships described within a single sentence in a passage            Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives            Identify clear cause-effect relationships in uncomplicated passages            Understand implied or subtly stated cause-effect relationships in uncomplicated passages            Identify clear cause-effect relationships in more challenging passages            Understand implied or subtly stated cause-effect relationships in more challenging passages</p>
<p>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.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Summarize basic events and ideas in more challenging passages  <b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>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><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>
<p>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><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>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>13. follows directions presented in technical text.</p>	
<p>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>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
<p>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><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 2: Literature. The student responds to a variety of text.	
Benchmark 1: The student uses literary concepts to interpret and respond to text.	
The student...	
<p>1. ▲ identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
<p>Standard 2: Literature. <b>The student responds to a variety of text.</b></p>	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 2: Literature. <b>The student responds to a variety of text.</b>	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
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.	
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><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
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><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

KANSAS Grades 9–10 Reading Curricular Standards	PLAN Reading College Readiness Standards
Standard 2: Literature. <b>The student responds to a variety of text.</b>	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>5. <b>identifies, analyzes, and evaluates the use of literary devices</b> (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) <b>in a text.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>Benchmark 2:</b> The student understands the significance of literature and its contributions to various cultures..</p>	
<p>The student...</p>	
<p>1. recognizes ways that literature from different cultures presents similar themes differently across genres.</p>	
<p>2. compares and contrasts works of literature that deal with similar topics and problems.</p>	
<p>3. evaluates distinctive and shared characteristics of cultures through a variety of texts.</p>	



TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 1:</b> The student writes narrative text using the writing process.	
The student...	
<p>1. composes a written piece with plot elements and also experiments with point of view and various narrative techniques.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>2. selects and uses (1) personal experience (2) personal observation (3) prior knowledge.</p>	
<p>3. writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another.</p>	
<p>4. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>5. applies appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	
<p>6. writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>7. selects varied transitions to connect ideas within and between paragraphs in the writing piece.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>8. selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, originality, and liveliness).</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>9. incorporates words that are precise and suitable for narrative writing, which create appropriate imagery (e.g., explicit nouns, explicit verbs, natural modifiers).</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
10. manages vocabulary particular to the topic and provides ease of understanding.	<b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b> Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
11. uses a variety of sentence structures and lengths.	
12. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text.	
13. uses fragments only for stylistic effect.	
14. composes and selectively uses dialogue for effect and style.	
15. [No indicator at this grade level]	
16. uses correct mechanics and punctuation to guide the reader through the text.	<b>Conventions of Punctuation:</b> Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i> ) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons Use commas to set off a nonessential/nonrestrictive appositive or clause
17. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.	<b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>18. spells familiar and most unfamiliar words and uses available resources (e.g., dictionary, spell check).</p>	
<p>19. uses correct paragraph divisions to reinforce the organizational structure of the text.</p>	

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p><b>Benchmark 2:</b> The student writes expository text using the writing process.</p>	
<p>The student...</p>	
<p>1. develops a thesis statement based upon at least one main idea in response to a prompt.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul>
<p>2. clearly defines the main idea by selecting relevant, logical details that meet the reader’s informational needs.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul>
<p>3. selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader’s needs and to create appropriate point of view.</p>	

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>4. expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience.</p>	<p><b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Select the most logical place to add a sentence in a paragraph            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Revise sentences to correct awkward and confusing arrangements of sentence elements            Revise vague nouns and pronouns that create obvious logic problems            Delete obviously synonymous and wordy material in a sentence            Revise expressions that deviate from the style of an essay            Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)            Use the word or phrase most consistent with the style and tone of a fairly straightforward essay            Determine the clearest and most logical conjunction to link clauses            Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence            Identify and correct ambiguous pronoun references            Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>5. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>6. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.</p>	
<p>7. constructs a bibliography with a standard style of format (e.g., MLA, APA, etc.).</p>	

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>8. applies appropriate strategies to generate expository text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	
<p>9. writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>10. arranges information within each paragraph in a logical and effective sequence to meet the reader’s informational needs.</p>	<p><b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
<p>11. uses appropriate transitions to connect ideas within and between paragraphs.</p>	<p><b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Add a sentence that introduces a simple paragraph</p>



TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
12. selects vocabulary and figurative language that convey a particular tone and personality (e.g., humor, suspense, originality, liveliness).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
13. incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
14. manages specialized vocabulary particular to the subject/topic to provide ease of understanding.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
15. uses a variety of sentence structures and lengths to make the reading pleasant and natural.	
16. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text.	
17. uses fragments only for stylistic effect.	
18. [No indicator at this grade level]	
19. uses correct mechanics and punctuates to guide the reader through the text.	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>20. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. <b>The student writes effectively for a variety of audiences, purposes, and contexts.</b></p>	
	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>21. spells familiar and most unfamiliar words correctly and uses available resources (e.g., dictionary, spell check).</p>	
<p>22. <b>uses correct paragraph divisions to reinforce the organizational structure of the text.</b></p>	
<p><b>Benchmark 3:</b> The student writes technical text using the writing process.</p>	
<p>The student...</p>	
<p>1. develops a technical text focused on one main purpose.</p>	
<p>2. clearly defines the main idea with selection of concise, logical details that meet the reader’s informational needs.</p>	
<p>3. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>4. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.</p>	
<p>5. constructs a bibliography with a standard style of format (e.g., MLA, APA, etc.).</p>	
<p>6. applies appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).</p>	
<p>7. organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader’s informational needs.</p>	
<p>8. composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion.</p>	
<p>9. uses appropriate transitions to connect ideas within the piece (e.g., enumerated lists, bullets, headings, subheadings, complex outlining elements).</p>	

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
10. writes with an awareness of purpose and audience (e.g., letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters, memos, job searches, fliers, e-mails, Web pages, pictorials).	
11. writes with authority so the voice is not distracting.	
12. selects words that convey the writer’s message clearly, precisely, and professionally (e.g., technical terms, jargon).	
13. selects words that consider appropriate connotation for the intended task/format (e.g., persuasive, if persuading; informational, if informing, etc.).	
14. writes compact sentences or phrases that make the point clear.	
15. punctuates correctly.	
16. uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity.	
17. spells words correctly and uses available resources (e.g., dictionary, spell check).	
18. uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g., charts, graphs, illustrations.)	
<b>Benchmark 4:</b> The student writes persuasive text using the writing process.	
The student...	
1. ▲ asserts an arguable proposition or opinion (thesis statement).	
2. ▲ selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g., first person in editorial).	
3. ▲ develops and differentiates details necessary to expand the main topic in a balanced format to support the writer’s position.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
4. ▲ anticipates the reader’s question(s) and provides balance with a counter-argument.	
5. ▲ builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
6. ▲ analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).	
7. ▲ applies appropriate strategies to generate persuasive text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).	
8. ▲ writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer’s position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>9. ▲ arranges information within each paragraph in a logical and effective sequence to persuade the reader (e.g., typically 5 or more sentences).</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
<p>10. ▲ uses appropriate transitions to connect ideas within and between paragraphs.</p>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>11. ▲ selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, cynicism, sarcasm, originality, and liveliness).</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
12. ▲ uses language that is appropriate for persuasive writing and easy for the audience to understand.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
13. ▲ incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g., precise nouns, powerful verbs, vivid modifiers).	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
14. ▲ uses a variety of sentence structures and lengths to make the reading pleasant and natural.	
15. ▲ creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter.	
16. ▲ uses fragments only for stylistic effect.	
17. ▲ includes convincing dialogue, if appropriate.	
18. ▲ punctuates correctly to easily guide the reader through the text.	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>19. ▲ uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>



TABLE 1D

KANSAS Grades 9–10 Writing Curricular Standards	PLAN English College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
20. ▲ spells words correctly and uses available resources (e.g., dictionary, spell check).	
21. ▲ uses correct paragraph divisions to reinforce the organizational structure of the text.	

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
<b>Benchmark 1:</b> The student uses skills in alphabetics to construct meaning from text.	
[No indicator at this grade level.]	
<p><b>Benchmark 2:</b> <span style="background-color: yellow;">The student reads fluently.</span></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in more challenging passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> </ul>

TABLE 1E

**KANSAS Grades 11–12 Reading  
Curricular Standards**

**ACT Reading  
College Readiness Standards**

Standard 1: Reading. The student reads and comprehends text across the curriculum.

- Recognize clear cause-effect relationships described within a single sentence in a passage
- Identify relationships between main characters in uncomplicated literary narratives
- Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives
- Order simple sequences of events in uncomplicated literary narratives
- Identify clear relationships between people, ideas, and so on in uncomplicated passages
- Identify clear cause-effect relationships in uncomplicated passages
- Order sequences of events in uncomplicated passages
- Understand relationships between people, ideas, and so on in uncomplicated passages
- Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
- Understand implied or subtly stated cause-effect relationships in uncomplicated passages
- Identify clear cause-effect relationships in more challenging passages
- Order sequences of events in more challenging passages
- Understand the dynamics between people, ideas, and so on in more challenging passages
- Understand implied or subtly stated cause-effect relationships in more challenging passages
- Meanings of Words:**
- Understand the implication of a familiar word or phrase and of simple descriptive language
- Use context to understand basic figurative language
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
- Generalizations and Conclusions:**
- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives
- Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages
- Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
The student...	
1. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	
<b>Benchmark 3:</b> The student expands vocabulary.	
<b>The student...</b>	
<p>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.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
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 tasks.	
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.	
4. ▲ identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>5. discriminates between connotative and denotative meanings and interprets the connotative power of words.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>Benchmark 4:</b> The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</p>	
<p>The student...</p>	
<p>1. identifies characteristics of narrative, expository, technical, and persuasive texts.</p>	
<p>2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	
<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1E

<b>KANSAS Grades 11–12 Reading Curricular Standards</b>	<b>ACT Reading College Readiness Standards</b>
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1E

<b>KANSAS Grades 11–12 Reading Curricular Standards</b>	<b>ACT Reading College Readiness Standards</b>
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>



TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
<p>6. ▲ analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>
<p>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.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify relationships between main characters in uncomplicated literary narratives            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages            Identify clear relationships between characters, ideas, and so on in more challenging literary narratives            Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<p>8. ▲ explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Recognize clear cause-effect relationships described within a single sentence in a passage            Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives            Identify clear cause-effect relationships in uncomplicated passages            Understand implied or subtly stated cause-effect relationships in uncomplicated passages            Identify clear cause-effect relationships in more challenging passages            Understand implied or subtly stated cause-effect relationships in more challenging passages</p>
<p>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.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Summarize basic events and ideas in more challenging passages  <b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
<p>Standard 1: Reading. The student reads and comprehends text across the curriculum.</p>	
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>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><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	
	Locate and interpret minor or subtly stated details in more challenging passages
<p>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><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	
13. follows directions presented in technical text.	
<p>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>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>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><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 1: Reading. The student reads and comprehends text across the curriculum.	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 2: Literature. The student responds to a variety of text.	
Benchmark 1: The student uses literary concepts to interpret and respond to text.	
The student...	
<p>1. ▲ identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
<p>Standard 2: Literature. <span style="background-color: yellow;">The student responds to a variety of text.</span></p>	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1E

KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 2: Literature. <b>The student responds to a variety of text.</b>	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
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.	
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><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
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><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>



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KANSAS Grades 11–12 Reading Curricular Standards	ACT Reading College Readiness Standards
Standard 2: Literature. <b>The student responds to a variety of text.</b>	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>5. <b>identifies, analyzes, and evaluates the use of literary devices</b> (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) <b>in a text.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>Benchmark 2:</b> The student understands the significance of literature and its contributions to various cultures..</p>	
<p>The student...</p>	
<p>1. recognizes ways that literature from different cultures presents similar themes differently across genres.</p>	
<p>2. compares and contrasts works of literature that deal with similar topics and problems.</p>	
<p>3. evaluates distinctive and shared characteristics of cultures through a variety of texts.</p>	

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 1:</b> The student writes narrative text using the writing process.	
The student...	
<p>1. composes a written piece with plot elements and also experiments with point of view and various narrative techniques.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>2. selects and uses (1) personal experience (2) personal observation (3) prior knowledge.</p>	
<p>3. writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another.</p>	
<p>4. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>5. applies appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	
<p>6. writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>7. selects varied transitions to connect ideas within and between paragraphs in the writing piece.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>8. selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, originality, and liveliness).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>9. incorporates words that are precise and suitable for narrative writing, which create appropriate imagery (e.g., explicit nouns, explicit verbs, natural modifiers).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	<p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
10. manages vocabulary particular to the topic and provides ease of understanding.	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
11. uses a variety of sentence structures and lengths.	
12. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text.	
13. uses fragments only for stylistic effect.	
14. composes and selectively uses dialogue for effect and style.	
15. [No indicator at this grade level]	
16. uses correct mechanics and punctuation to guide the reader through the text.	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>17. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.</p>	<p style="text-align: center;"><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
18. spells familiar and most unfamiliar words and uses available resources (e.g., dictionary, spell check).	
19. uses correct paragraph divisions to reinforce the organizational structure of the text.	
<b>Benchmark 2:</b> The student writes expository text using the writing process.	
The student...	
1. develops a thesis statement based upon at least one main idea in response to a prompt.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
2. clearly defines the main idea by selecting relevant, logical details that meet the reader’s informational needs.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>

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KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.	
	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
3. selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader’s needs and to create appropriate point of view.	
4. expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience.	<p style="text-align: center;"><b>English College Readiness Standards</b></p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. <span style="background-color: yellow;">The student writes effectively for a variety of audiences, purposes, and contexts.</span></p>	<p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>



TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>5. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>6. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.</p>	
<p>7. constructs a bibliography with a standard style of format (e.g., MLA, APA, etc.).</p>	
<p>8. applies appropriate strategies to generate expository text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).</p>	
<p>9. writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>10. arranges information within each paragraph in a logical and effective sequence to meet the reader's informational needs.</p>	<p><b>English College Readiness Standards</b>  <b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
<p>11. uses appropriate transitions to connect ideas within and between paragraphs.</p>	<p><b>English College Readiness Standards</b>  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>12. selects vocabulary and figurative language that convey a particular tone and personality (e.g., humor, suspense, originality, liveliness).</p>	<p><b>English College Readiness Standards</b>  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Revise expressions that deviate from the style of an essay            Use the word or phrase most consistent with the style and tone of a fairly straightforward essay            Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>13. incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers).</p>	<p><b>English College Readiness Standards</b>  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Revise sentences to correct awkward and confusing arrangements of sentence elements            Revise vague nouns and pronouns that create obvious logic problems            Revise expressions that deviate from the style of an essay            Use the word or phrase most consistent with the style and tone of a fairly straightforward essay            Determine the clearest and most logical conjunction to link clauses            Identify and correct ambiguous pronoun references            Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>14. manages specialized vocabulary particular to the subject/topic to provide ease of understanding.</p>	<p><b>English College Readiness Standards</b>  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>15. uses a variety of sentence structures and lengths to make the reading pleasant and natural.</p>	
<p>16. creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text.</p>	
<p>17. uses fragments only for stylistic effect.</p>	
<p>18. [No indicator at this grade level]</p>	
<p>19. uses correct mechanics and punctuates to guide the reader through the text.</p>	<p><b>English College Readiness Standards</b>  <b>Conventions of Punctuation:</b>            Delete commas that create basic sense problems (e.g., between verb and direct object)            Provide appropriate punctuation in straightforward situations (e.g., items in a series)            Delete commas that disturb the sentence flow (e.g., between modifier and modified element)            Use commas to set off simple parenthetical phrases            Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)            Use punctuation to set off complex parenthetical phrases            Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)            Use apostrophes to indicate simple possessive nouns            Recognize inappropriate uses of colons and semicolons            Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>20. uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.</p>	<p><b>English College Readiness Standards</b>  <b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Decide the appropriate verb tense and voice by considering the meaning of the entire sentence            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>21. spells familiar and most unfamiliar words correctly and uses available resources (e.g., dictionary, spell check).</p>	
<p>22. uses correct paragraph divisions to reinforce the organizational structure of the text.</p>	
<p><b>Benchmark 3:</b> The student writes technical text using the writing process.</p>	
<p>The student...</p>	
<p>1. develops a technical text focused on one main purpose.</p>	
<p>2. clearly defines the main idea with selection of concise, logical details that meet the reader’s informational needs.</p>	

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
Standard 1: Writing. <span style="background-color: yellow;">The student writes effectively for a variety of audiences, purposes, and contexts.</span>	
3. analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).	
4. cites references for all sources of information and includes summarized and paraphrased ideas from other authors.	
5. constructs a bibliography with a standard style of format (e.g., MLA, APA, etc.).	
6. applies appropriate strategies to generate technical text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).	
7. organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs.	
8. composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion.	
9. uses appropriate transitions to connect ideas within the piece (e.g., enumerated lists, bullets, headings, subheadings, complex outlining elements).	
10. writes with an awareness of purpose and audience (e.g., letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters, memos, job searches, fliers, e-mails, Web pages, pictorials).	
11. writes with authority so the voice is not distracting.	
12. selects words that convey the writer's message clearly, precisely, and professionally (e.g., technical terms, jargon).	
13. selects words that consider appropriate connotation for the intended task/format (e.g., persuasive, if persuading; informational, if informing, etc.).	
14. writes compact sentences or phrases that make the point clear.	
15. punctuates correctly.	
16. uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity.	
17. spells words correctly and uses available resources (e.g., dictionary, spell check).	
18. uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g., charts, graphs, illustrations.)	

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p><b>Benchmark 4:</b> The student writes persuasive text using the writing process.</p>	
<p>The student...</p>	
<p>1. ▲ asserts an arguable proposition or opinion (thesis statement).</p>	<p><b>Writing</b> College Readiness Standards  <b>Expressing Judgments:</b>            Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<p>2. ▲ selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g., first person in editorial).</p>	<p><b>Writing</b> College Readiness Standards  <b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples</p>
<p>3. ▲ develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's position.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Writing</b> College Readiness Standards  <b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples            Show some movement between general and specific ideas and examples</p>

TABLE 1F

<b>KANSAS Grades 11–12 Writing Curricular Standards</b>	<b>ACT English and Writing College Readiness Standards</b>
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>4. ▲ anticipates the reader’s question(s) and provides balance with a counter-argument.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul>
<p>5. ▲ builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>

TABLE 1F

<b>KANSAS Grades 11–12 Writing Curricular Standards</b>	<b>ACT English and Writing College Readiness Standards</b>
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
	<p><b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples            Show some movement between general and specific ideas and examples</p>
<p>6. ▲ analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).</p>	
<p>7. ▲ applies appropriate strategies to generate persuasive text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).</p>	
<p>8. ▲ writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer’s position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b>            Select the most logical place to add a sentence in a paragraph            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>



TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>
<p>9. ▲ arranges information within each paragraph in a logical and effective sequence to persuade the reader (e.g., typically 5 or more sentences).</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>
<p>10. ▲ uses appropriate transitions to connect ideas within and between paragraphs.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p> <p>Present a somewhat developed introduction and conclusion</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	
<p>11. ▲ selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, cynicism, sarcasm, originality, and liveliness).</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards  <b>Using Language:</b>                      Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p>12. ▲ uses language that is appropriate for persuasive writing and easy for the audience to understand.</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards  <b>Using Language:</b>                      Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p>13. ▲ incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g., precise nouns, powerful verbs, vivid modifiers).</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise sentences to correct awkward and confusing arrangements of sentence elements                      Revise vague nouns and pronouns that create obvious logic problems                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p>14. ▲ uses a variety of sentence structures and lengths to make the reading pleasant and natural.</p>	<p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>
<p>15. ▲ creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter.</p>	
<p>16. ▲ uses fragments only for stylistic effect.</p>	
<p>17. ▲ includes convincing dialogue, if appropriate.</p>	
<p>18. ▲ punctuates correctly to easily guide the reader through the text.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Use apostrophes to indicate simple possessive nouns            Recognize inappropriate uses of colons and semicolons            Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p style="text-align: center;"><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b>            Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>19. ▲ uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity.</p>	<p style="text-align: center;"><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Decide the appropriate verb tense and voice by considering the meaning of the entire sentence            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)            Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems            Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence            Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs            Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b>            Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives            Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1F

KANSAS Grades 11–12 Writing Curricular Standards	ACT English and Writing College Readiness Standards
<p>Standard 1: Writing. The student writes effectively for a variety of audiences, purposes, and contexts.</p>	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>20. ▲ spells words correctly and uses available resources (e.g., dictionary, spell check).</p>	
<p>21. ▲ uses correct paragraph divisions to reinforce the organizational structure of the text.</p>	

**SUPPLEMENT  
TABLES 2A–2B:  
MATHEMATICS**

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.</p>	
<p><b>Benchmark 1:</b> Number Sense – The student demonstrates number sense for real numbers and simple algebraic expressions in a variety of situations.</p>	
<p>The student...</p>	
<p>1. knows, explains, and uses equivalent representations for rational numbers and simple algebraic expressions including integers, fractions, decimals, percents, and ratios; rational number bases with integer exponents; rational numbers written in scientific notation with integer exponents; time; and money.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Recognize equivalent fractions and fractions in lowest terms                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor                      Work with scientific notation                      Work with squares and square roots of numbers                      Work problems involving positive integer exponents                      Work with cubes and cube roots of numbers  <b>Expressions, Equations, &amp; Inequalities:</b>                      Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>)</p>
<p>2. compares and orders rational numbers, the irrational number pi, and algebraic expressions, e.g., which expression is greater <math>-3n</math> or <math>3n</math>? It depends on the value of <math>n</math>. If <math>n</math> is positive, <math>3n</math> is greater. If <math>n</math> is negative, <math>-3n</math> is greater. If <math>n</math> is zero, they are equal.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Recognize equivalent fractions and fractions in lowest terms                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor                      Order fractions  <b>Expressions, Equations, &amp; Inequalities:</b>                      Evaluate algebraic expressions by substituting integers for unknown quantities</p>
<p>3. explains the relative magnitude between rational numbers, the irrational number pi, and algebraic expressions.</p>	
<p>4. recognizes and describes irrational numbers, e.g., <math>\sqrt{2}</math> is a non-repeating, non-terminating decimal; or <math>\pi</math> (pi) is a non-terminating decimal.</p>	
<p>5. ▲ knows and explains what happens to the product or quotient when:</p>	
<p>a. a positive number is multiplied or divided by a rational number greater than zero and less than one, e.g., if 24 is divided by <math>1/3</math>, will the answer be larger than 24 or smaller than 24? Explain.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.</p>	
<p>b. a positive number is multiplied or divided by a rational number greater than one.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve problems in one or two steps using whole numbers                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p>c. a nonzero real number is multiplied or divided by zero.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve problems in one or two steps using whole numbers                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p>6. explains and determines the absolute value of real numbers.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
<p><b>Benchmark 2: Number Systems and Their Properties –</b> The student demonstrates an understanding of the real number system; recognizes, applies, and explains their properties; and extends these properties to algebraic expressions.</p>	
<p>The student...</p>	
<p>1. explains and illustrates the relationship between the subsets of the real number system [natural (counting) numbers, whole numbers, integers, rational numbers, irrational numbers] using mathematical models, e.g., number lines or Venn diagrams.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Graphical Representations:</b>                      Identify the location of a point with a positive coordinate on the number line</p>
<p>2. ▲ identifies all the subsets of the real number system [natural (counting) numbers, whole numbers, integers, rational numbers, irrational numbers] to which a given number belongs. (For the purpose of assessment, irrational numbers will not be included.)</p>	
<p>3. names, uses, and describes these properties with the rational number system and demonstrates their meaning including the use of concrete objects:</p>	



TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.</p>	
<p>a. commutative, associative, distributive, and substitution properties [commutative: <math>a + b = b + a</math> and <math>ab = ba</math>; associative: <math>a + (b + c) = (a + b) + c</math> and <math>a(bc) = (ab)c</math>; distributive: <math>a(b + c) = ab + ac</math>; substitution: if <math>a = 2</math>, then <math>3a = 3 \times 2 = 6</math>];</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>            Substitute whole numbers for unknown quantities to evaluate expressions            Combine like terms (e.g., <math>2x + 5x</math>)            Evaluate algebraic expressions by substituting integers for unknown quantities            Add and subtract simple algebraic expressions            Multiply two binomials            Add, subtract, and multiply polynomials</p>
<p>b. identity properties for addition and multiplication and inverse properties of addition and multiplication (additive identity: <math>a + 0 = a</math>, multiplicative identity: <math>a \cdot 1 = a</math>, additive inverse: <math>+5 + -5 = 0</math>, multiplicative inverse: <math>8 \times 1/8 = 1</math>);</p>	
<p>c. symmetric property of equality, e.g., <math>7 + 2 = 9</math> has the same meaning as <math>9 = 7 + 2</math>;</p>	
<p>d. addition and multiplication properties of equalities, e.g., if <math>a = b</math>, then <math>a + c = b + c</math>;</p>	
<p>e. addition property of inequalities, e.g., if <math>a &gt; b</math>, then <math>a + c &gt; b + c</math>;</p>	
<p>f. zero product property, e.g., if <math>ab = 0</math>, then <math>a = 0</math> and/or <math>b = 0</math>.</p>	
<p><b>Benchmark 3:</b> Estimation – The student uses computational estimation with real numbers in a variety of situations.</p>	
<p>The student...</p>	
<p>1. estimates real number quantities using various computational methods including mental math, paper and pencil, concrete objects, and/or appropriate technology.</p>	
<p>2. uses various estimation strategies and explains how they were used to estimate real number quantities and simple algebraic expressions.</p>	
<p>3. knows and explains why a decimal representation of the irrational number pi is an approximate value.</p>	
<p>4. knows and explains between which two consecutive integers an irrational number lies.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>            Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p>
<p><b>Benchmark 4:</b> Computation – The student models, performs, and explains computation with rational numbers, the irrational number pi, and algebraic expressions in a variety of situations.</p>	
<p>The student...</p>	
<p>1. computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology.</p>	

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
2. performs and explains these computational procedures with rational numbers:	
<p>a. ▲ addition, subtraction, multiplication, and division of integers</p>	<p><b>Basic Operations &amp; Applications:</b>            Perform one-operation computation with whole numbers and decimals            Solve problems in one or two steps using whole numbers            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent            Solve some routine two-step arithmetic problems            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
<p>b. ▲ order of operations (evaluates within grouping symbols, evaluates powers to the second or third power, multiplies or divides in order from left to right, then adds or subtracts in order from left to right);</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve some routine two-step arithmetic problems            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average            Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
<p>c. approximation of roots of numbers using calculators;</p>	<p><b>Numbers: Concepts &amp; Properties:</b>            Work with squares and square roots of numbers            Work with cubes and cube roots of numbers</p>
<p>d. multiplication or division to find:</p>	
<p>i. a percent of a number, e.g., what is 0.5% of 10?</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p>ii. percent of increase and decrease, e.g., if two coins are removed from ten coins, what is the percent of decrease?</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
<p>iii. percent one number is of another number, e.g., what percent of 80 is 120?</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
iv. a number when a percent of the number is given, e.g., 15% of what number is 30?	<b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
e. addition of polynomials, e.g., $(3x - 5) + (2x + 8)$ .	<b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., $2x + 5x$ ) Add and subtract simple algebraic expressions Add, subtract, and multiply polynomials
f. simplifies algebraic expressions in one variable by combining like terms or using the distributive property, e.g., $-3(x - 4)$ is the same as $-3x + 12$ .	<b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., $2x + 5x$ ) Add and subtract simple algebraic expressions Add, subtract, and multiply polynomials
3. finds factors and common factors of simple monomial expressions, e.g., given the monomials $10m^2n^3$ and $15a^2mn^2$ some common factors would be $5m$ , $5mn^2$ , and $n^2$ .	<b>Numbers: Concepts &amp; Properties:</b> Work with numerical factors

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.	
Benchmark 1: Patterns – The student recognizes, describes, extends, develops, and explains the general rule of a pattern from a variety of situations.	
The student...	
1. identifies, states, and continues a pattern presented in various formats including numeric (list or table), algebraic (symbolic notation), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written using these attributes:	
a. counting numbers including perfect squares, cubes, and factors and multiples with positive rational numbers (number theory),	<b>Numbers: Concepts &amp; Properties:</b> Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Work with numerical factors Work with squares and square roots of numbers Work with cubes and cube roots of numbers
b. rational numbers including arithmetic and geometric sequences (arithmetic: sequence of numbers in which the difference of two consecutive numbers is the same, geometric: a sequence of numbers in which each succeeding term is obtained by multiplying the preceding term by the same number), e.g., $1/4, 1/2, 3/4, \dots$ ;	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
c. geometric figures;	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs
d. measurements;	<b>Basic Operations &amp; Applications:</b> Perform common conversions (e.g., inches to feet or hours to minutes)
e. things related to daily life;	
f. variables and simple expressions, e.g., $1 - x, 2 - x, 3 - x, 4 - x, \dots$ ; or $x, x^2, x^3, \dots$	<b>Expressions, Equations, &amp; Inequalities:</b> Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ )
2. generates and explains a pattern.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards										
<p>Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.</p>											
<p>3. generates a pattern limited to two operations (addition, subtraction, multiplication, division, exponents) when given the rule for the <math>n</math>th term, e.g., the <math>n</math>th term is <math>n^2 + 1</math>, find the first 4 terms beginning with <math>n = 1</math>; the terms are 2, 5, 10, and 17.</p>	<p><b>Basic Operations &amp; Applications:</b> Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities</p>										
<p>4. states the rule to find the <math>n</math>th term of a pattern using explicit symbolic notation, e.g., given 2, 5, 8, 11, ...; find the rule for the <math>n</math>th term, the rule is <math>3n - 1</math>.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>										
<p>5. describes the pattern when given a table of linear values and plots the ordered pairs on a coordinate plane, e.g., in the table below, the pattern could be described as the <math>x</math>-coordinates are increasing by three, while the <math>y</math>-coordinates are increasing by 6, or the <math>x</math> is doubled and one is added to find the <math>y</math>.</p> <table border="1" data-bbox="306 1299 586 1373"> <tbody> <tr> <td>X</td> <td>2</td> <td>5</td> <td>8</td> <td>11</td> </tr> <tr> <td>Y</td> <td>5</td> <td>11</td> <td>17</td> <td>23</td> </tr> </tbody> </table>	X	2	5	8	11	Y	5	11	17	23	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p><b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane</p>
X	2	5	8	11							
Y	5	11	17	23							

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.	
<b>Benchmark 2: Variable, Equations, and Inequalities – The student uses variables, symbols, real numbers, and algebraic expressions to solve equations and inequalities in a variety of situations.</b>	
The student...	
1. identifies independent and dependent variables within a given situation.	
2. simplifies algebraic expressions in one variable by combining like terms or using the distributive property, e.g., $-3(x - 4)$ is the same as $-3x + 12$ .	<b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., $2x + 5x$ ) Add and subtract simple algebraic expressions Add, subtract, and multiply polynomials
3. solves:	
a. $\blacktriangle$ one- and two-step linear equations in one variable with rational number coefficients and constants intuitively and/or analytically;	<b>Expressions, Equations, &amp; Inequalities:</b> Solve equations in the form $x + a = b$ , where $a$ and $b$ are whole numbers or decimals Solve one-step equations having integer or decimal answers Solve routine first-degree equations Solve real-world problems using first-degree equations
b. one-step linear inequalities in one variable with rational number coefficients and constants intuitively, analytically, and graphically;	<b>Expressions, Equations, &amp; Inequalities:</b> Solve first-degree inequalities that do not require reversing the inequality sign <b>Graphical Representations:</b> Identify the location of a point with a positive coordinate on the number line Locate points on the number line and in the first quadrant Identify the graph of a linear inequality on the number line
c. systems of given linear equations with whole number coefficients and constants graphically.	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane
4. knows and describes the mathematical relationship between ratios, proportions, and percents and how to solve for a missing monomial or binomial term in a proportion, e.g., $2/5 = 1/(x + 2)$ .	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
5. represents and solves algebraically:	
a. the number when a percent and a number are given,	<b>Expressions, Equations, &amp; Inequalities:</b> Solve one-step equations having integer or decimal answers Solve routine first-degree equations Perform straightforward word-to-symbol translations Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.</p>	
<p>b. what percent one number is of another number,</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve one-step equations having integer or decimal answers                      Solve routine first-degree equations                      Perform straightforward word-to-symbol translations                      Solve real-world problems using first-degree equations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p>c. percent of increase or decrease, e.g., the price of a loaf of bread is \$2.00. With a coupon, the cost is \$1.00. What is the percent of decrease?</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Solve routine first-degree equations                      Perform straightforward word-to-symbol translations                      Solve real-world problems using first-degree equations                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p>6. evaluates formulas using substitution.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Substitute whole numbers for unknown quantities to evaluate expressions                      Evaluate algebraic expressions by substituting integers for unknown quantities</p>
<p><b>Benchmark 3: Functions –</b> The student recognizes, describes, and analyzes constant, linear, and nonlinear relationships in a variety of situations.</p>	
<p>The student...</p>	
<p>1. recognizes and examines constant, linear, and nonlinear relationships using various methods including mental math, paper and pencil, concrete objects, and graphing utilities or appropriate technology.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)  <b>Expressions, Equations, &amp; Inequalities:</b>                      Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
<p>2. knows and describes the difference between constant, linear, and nonlinear relationships.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs</p>
<p>3. explains the concepts of slope and x- and y-intercepts of a line.</p>	<p><b>Graphical Representations:</b>                      Locate points on the number line and in the first quadrant                      Locate points in the coordinate plane                      Exhibit knowledge of slope</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.	
4. recognizes and identifies the graphs of constant and linear functions.	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane Exhibit knowledge of slope Match linear graphs with their equations
5. identifies ordered pairs from a graph, and/or plots ordered pairs using a variety of scales for the x- and y-axis.	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane
<b>Benchmark 4: Models –</b> The student generates and uses mathematical models to represent and justify mathematical relationships found in a variety of situations.	
The student...	
1. knows, explains, and uses mathematical models to represent and explain mathematical concepts, procedures, and relationships. Mathematical models include:	
a. process models (concrete objects, pictures, diagrams, number lines, hundred charts, measurement tools, multiplication arrays, division sets, or coordinate grids) to model computational procedures, algebraic relationships, and mathematical relationships and to solve equations;	
b. place value models (place value mats, hundred charts, base ten blocks, or unifix cubes) to compare, order, and represent numerical quantities and to model computational procedures;	<b>Numbers: Concepts &amp; Properties:</b> Identify a digit's place value
c. fraction and mixed number models (fraction strips or pattern blocks) and decimal and money models (base ten blocks or coins) to compare, order, and represent numerical quantities;	<b>Numbers: Concepts &amp; Properties:</b> Recognize equivalent fractions and fractions in lowest terms Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions
d. factor trees to model least common multiple, greatest common factor, and prime factorization;	<b>Numbers: Concepts &amp; Properties:</b> Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Find and use the least common multiple Work with numerical factors
e. equations and inequalities to model numerical relationships;	<b>Expressions, Equations, &amp; Inequalities:</b> Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ ) Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)



TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.	
f. function tables to model numerical and algebraic relationships;	<b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph)
g. coordinate planes to model relationships between ordered pairs and linear equations and inequalities;	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane
h. two- and three-dimensional geometric models (geoboards, dot paper, nets, or solids) and real-world objects to model perimeter, area, volume, surface area, and properties of two-and three-dimensional figures;	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average <b>Measurement:</b> Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths
i. scale drawings to model large and small real-world objects;	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
j. geometric models (spinners, targets, or number cubes), process models (coins, pictures, or diagrams), and tree diagrams to model probability;	<b>Probability, Statistics, &amp; Data Analysis:</b> Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
k. frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, charts, tables, single and double stem-and-leaf plots, scatter plots, box-and-whisker plots, and histograms to organize and display data;	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebra concepts and procedures in a variety of situations.	
I. Venn diagrams to sort data and to show relationships.	<b>Probability, Statistics, &amp; Data Analysis:</b> Use Venn diagrams in counting

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
<b>Benchmark 1:</b> Geometric Figures and Their Properties – The student recognizes geometric figures and compares their properties in a variety of situations.	
The student...	
1. recognizes and compares properties of two- and three-dimensional figures using concrete objects, constructions, drawings, appropriate terminology, and appropriate technology.	
2. discusses properties of triangles and quadrilaterals related to:	
a. sum of the interior angles of any triangle is $180^\circ$ ;	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ )
b. sum of the interior angles of any quadrilateral is $360^\circ$ ;	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ )
c. parallelograms have opposite sides that are parallel and congruent, opposite angles are congruent;	
d. rectangles have angles of $90^\circ$ , sides may or may not be equal;	
e. rhombi have all sides equal in length, angles may or may not be equal;	
f. squares have angles of $90^\circ$ , all sides congruent;	
g. trapezoids have one pair of opposite sides parallel and the other pair of opposite sides are not parallel;	
h. kites have two distinct pairs of adjacent congruent sides.	
3. recognizes and describes the rotational symmetries and line symmetries that exist in two-dimensional figures, e.g., draw a picture with a line of symmetry in it. Explain why it is a line of symmetry.	
4. recognizes and uses properties of corresponding parts of similar and congruent triangles and quadrilaterals to find side or angle measures using standard notation for similarity ( $\sim$ ) and congruence ( $\cong$ ).	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ ) Use several angle properties to find an unknown angle measure
5. knows and describes Triangle Inequality Theorem to determine if a triangle exists.	
6. ▲ uses the Pythagorean theorem to:	
a. determine if a triangle is a right triangle;	
b. find a missing side of a right triangle where the lengths of all three sides are whole numbers.	
7. recognizes and compares the concepts of a point, line, and plane.	
8. describes the intersection of plane figures, e.g., two circles could intersect at no point, one point, two points, or all points.	

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.</p>	
<p>9. describes and explains angle relationships:</p>	
<p>a. when two lines intersect including vertical and supplementary angles;</p>	<p><b>Properties of Plane Figures:</b>                      Exhibit some knowledge of the angles associated with parallel lines                      Find the measure of an angle using properties of parallel lines</p>
<p>b. when formed by parallel lines cut by a transversal including corresponding, alternate interior, and alternate exterior angles.</p>	<p><b>Properties of Plane Figures:</b>                      Exhibit some knowledge of the angles associated with parallel lines                      Find the measure of an angle using properties of parallel lines</p>
<p>10. recognizes and describes arcs and semicircles as parts of a circle and uses the standard notation for arc (<math>\frown</math>) and circle (<math>\odot</math>).</p>	
<p><b>Benchmark 2: Measurement and Estimation – The student estimates, measures, and uses geometric formulas in a variety of situations.</b></p>	
<p>The student...</p>	
<p>1. determines and uses rational number approximations (estimations) for length, width, weight, volume, temperature, time, perimeter, area, and surface area using standard and nonstandard units of measure.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform common conversions (e.g., inches to feet or hours to minutes)  <b>Measurement:</b>                      Estimate or calculate the length of a line segment based on other lengths given on a geometric figure                      Compute the perimeter of polygons when all side lengths are given                      Compute the area of rectangles when whole number dimensions are given                      Compute the area and perimeter of triangles and rectangles in simple problems                      Use geometric formulas when all necessary information is given                      Compute the area and circumference of circles after identifying necessary information</p>
<p>2. selects and uses measurement tools, units of measure, and level of precision appropriate for a given situation to find accurate real number representations for length, weight, volume, temperature, time, perimeter, area, surface area, and angle measurements.</p>	<p><b>Properties of Plane Figures:</b>                      Find the measure of an angle using properties of parallel lines                      Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)  <b>Measurement:</b>                      Estimate or calculate the length of a line segment based on other lengths given on a geometric figure                      Compute the perimeter of polygons when all side lengths are given                      Compute the area of rectangles when whole number dimensions are given</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
	<p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Use geometric formulas when all necessary information is given</p> <p>Compute the area and circumference of circles after identifying necessary information</p>
3. converts within the customary system and within the metric system.	<p><b>Basic Operations &amp; Applications:</b></p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>
4. estimates the measure of a concrete object in one system given the measure of that object in another system and the approximate conversion factor, e.g., a mile is about 2.2 kilometers; how far is 2 miles?	<p><b>Basic Operations &amp; Applications:</b></p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
5. uses given measurement formulas to find:	
a. area of parallelograms and trapezoids;	<p><b>Measurement:</b></p> <p>Compute the area and perimeter of triangles and rectangles in simple problems</p> <p>Use geometric formulas when all necessary information is given</p>
b. surface area of rectangular prisms, triangular prisms, and cylinders;	<p><b>Measurement:</b></p> <p>Use geometric formulas when all necessary information is given</p>
c. volume of rectangular prisms, triangular prisms, and cylinders.	<p><b>Measurement:</b></p> <p>Use geometric formulas when all necessary information is given</p>
6. recognizes how ratios and proportions can be used to measure inaccessible objects, e.g., using shadows to measure the height of a flagpole.	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>
7. calculates rates of change, e.g., speed or population growth.	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
<p><b>Benchmark 3: Transformational Geometry – The student recognizes and applies transformations on geometric figures in a variety of situations.</b></p>	
<p>The student...</p>	
1. identifies, describes, and performs single and multiple transformations [reflection, rotation, translation, reduction (contraction/shrinking), enlargement (magnification/growing)] on a two-dimensional figure.	

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.</p>	
<p>2. describes a reflection of a given two-dimensional figure that moves it from its initial placement (preimage) to its final placement (image) in the coordinate plane over the x- and y-axis.</p>	<p><b>Graphical Representations:</b>                      Locate points on the number line and in the first quadrant                      Locate points in the coordinate plane</p>
<p>3. draws:</p>	
<p>a. three-dimensional figures from a variety of perspectives (top, bottom, sides, corners);</p>	
<p>b. a scale drawing of a two-dimensional figure;</p>	
<p>c. a two-dimensional drawing of a three-dimensional figure.</p>	
<p>4. determines where and how an object or a shape can be tessellated using single or multiple transformations.</p>	
<p><b>Benchmark 4:</b> Geometry from an Algebraic Perspective – The student uses an algebraic perspective to examine the geometry of two-dimensional figures in a variety of situations.</p>	
<p>The student...</p>	
<p>1. uses the coordinate plane to:</p>	
<p>a. ▲ list several ordered pairs on the graph of a line and find the slope of the line;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Substitute whole numbers for unknown quantities to evaluate expressions                      Evaluate algebraic expressions by substituting integers for unknown quantities  <b>Graphical Representations:</b>                      Locate points on the number line and in the first quadrant                      Locate points in the coordinate plane                      Exhibit knowledge of slope                      Determine the slope of a line from points or equations</p>
<p>b. ▲ recognize that ordered pairs that lie on the graph of an equation are solutions to that equation;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Substitute whole numbers for unknown quantities to evaluate expressions                      Evaluate algebraic expressions by substituting integers for unknown quantities  <b>Graphical Representations:</b>                      Locate points on the number line and in the first quadrant                      Locate points in the coordinate plane</p>
<p>c. ▲ recognize that points that do not lie on the graph of an equation are not solutions to that equation;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>                      Substitute whole numbers for unknown quantities to evaluate expressions                      Evaluate algebraic expressions by substituting integers for unknown quantities  <b>Graphical Representations:</b>                      Locate points on the number line and in the first quadrant                      Locate points in the coordinate plane</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
<p>d. ▲ determine the length of a side of a figure drawn on a coordinate plane with vertices having the same x- or y-coordinates;</p>	
<p>e. solve simple systems of linear equations.</p>	<p><b>Graphical Representations:</b>            Locate points on the number line and in the first quadrant            Locate points in the coordinate plane</p>
<p>2. uses a given linear equation with integer coefficients and constants and an integer solution to find the ordered pairs, organizes the ordered pairs using a T-table, and plots the ordered pairs on a coordinate plane.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Substitute whole numbers for unknown quantities to evaluate expressions            Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p><b>Graphical Representations:</b>            Locate points on the number line and in the first quadrant            Locate points in the coordinate plane</p>
<p>3. examines characteristics of two-dimensional figures on a coordinate plane using various methods including mental math, paper and pencil, concrete objects, and graphing utilities or other appropriate technology.</p>	<p><b>Graphical Representations:</b>            Locate points on the number line and in the first quadrant            Locate points in the coordinate plane</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
<p>Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.</p>	
<p><b>Benchmark 1: Probability</b> – The student applies the concepts of probability to draw conclusions, generate convincing arguments, and make predictions and decisions including the use of concrete objects in a variety of situations.</p>	
<p>The student...</p>	
<p>1. knows and explains the difference between independent and dependent events in an experiment, simulation, or situation.</p>	
<p>2. identifies situations with independent or dependent events in an experiment, simulation, or situation, e.g., there are three marbles in a bag. If you draw one marble and give it to your brother, and another marble and give it to your sister, are these independent events or dependent events?</p>	
<p>3. ▲ finds the probability of a compound event composed of two independent events in an experiment, simulation, or situation, e.g., what is the probability of getting two heads, if you toss a dime and a quarter?</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Use the relationship between the probability of an event and the probability of its complement                      Determine the probability of a simple event                      Compute straightforward probabilities for common situations</p>
<p>4. finds the probability of simple and/or compound events using geometric models (spinners or dartboards).</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Use the relationship between the probability of an event and the probability of its complement                      Determine the probability of a simple event                      Compute straightforward probabilities for common situations</p>
<p>5. finds the odds of a desired outcome in an experiment or simulation and expresses the answer as a ratio (2/3 or 2:3 or 2 to 3).</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Use the relationship between the probability of an event and the probability of its complement</p>
<p>6. describes the difference between probability and odds.</p>	
<p><b>Benchmark 2: Statistics</b> – The student collects, organizes, displays, explains, and interprets numerical (rational) and non-numerical data sets in a variety of situations.</p>	
<p>The student...</p>	
<p>1. organizes, displays and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, and rational number intervals using these data displays:</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>
<p>a. frequency tables;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Perform a single computation using information from a table or chart                      Read tables and graphs                      Perform computations on data from tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)                      Manipulate data from tables and graphs</p>



TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.	
<p>b. bar, line, and circle graphs;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p> <p><b>Graphical Representations:</b>            Locate points on the number line and in the first quadrant            Locate points in the coordinate plane</p>
<p>c. Venn diagrams or other pictorial displays;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p>
<p>d. charts and tables;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p>
<p>e. stem-and-leaf plots (single and double);</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p>
<p>f. scatter plots;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p>

TABLE 2A

KANSAS Grade 8 Mathematics Curricular Standards	EXPLORE Mathematics College Readiness Standards
Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.	
	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane
g. box-and-whiskers plots;	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
h. histograms.	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
2. recognizes valid and invalid data collection and sampling techniques.	
3. ▲ determines and explains the measures of central tendency (mode, median, mean) for a rational number data set.	<b>Probability, Statistics, &amp; Data Analysis:</b> Calculate the average of a list of positive whole numbers Calculate the average of a list of numbers
4. determines and explains the range, quartiles, and interquartile range for a rational number data set.	
5. explains the effects of outliers on the median, mean, and range of a rational number data set.	
6. makes a scatter plot and draws a line that approximately represents the data, determines whether a correlation exists, and if that correlation is positive, negative, or that no correlation exists.	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs <b>Graphical Representations:</b> Exhibit knowledge of slope

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
<b>Benchmark 1: Number Sense</b> – The student demonstrates number sense for real numbers and algebraic expressions in a variety of situations.	
The student...	
<p>1. knows, explains, and uses equivalent representations for real numbers and algebraic expressions including integers, fractions, decimals, percents, ratios; rational number bases with integer exponents; rational numbers written in scientific notation; absolute value; time; and money, e.g., <math>-4/2 = (-2)</math>; <math>a^{(-2)}b^{(3)} = b^3/a^2</math>.</p>	<p><b>Basic Operations &amp; Applications:</b>  Perform common conversions (e.g., inches to feet or hours to minutes)  Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent  Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p><b>Numbers: Concepts &amp; Properties:</b>  Recognize equivalent fractions and fractions in lowest terms  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Work with scientific notation  Work with squares and square roots of numbers  Work problems involving positive integer exponents  Work with cubes and cube roots of numbers  Apply rules of exponents</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>)  Combine like terms (e.g., <math>2x + 5x</math>)  Manipulate expressions and equations</p>
<p>2. compares and orders real numbers and/or algebraic expressions and explains the relative magnitude between them, e.g., will <math>(5n)^2</math> always, sometimes, or never be larger than <math>5n</math>? The student might respond with <math>(5n)^2</math> is greater than <math>5n</math> if <math>n &gt; 1</math> and <math>(5n)^2</math> is smaller than <math>5</math> if <math>0 &lt; n &lt; 1</math>.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Order fractions  Apply number properties involving positive/negative numbers  Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers [ACT only]</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Substitute whole numbers for unknown quantities to evaluate expressions  Evaluate algebraic expressions by substituting integers for unknown quantities  Manipulate expressions and equations</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
<p>Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.</p>	
<p>3. knows and explains what happens to the product or quotient when a real number is multiplied or divided by:</p>	
<p>a. a rational number greater than zero and less than one,</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p>b. a rational number greater than one,</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve problems in one or two steps using whole numbers                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p>c. a rational number less than zero.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Perform one-operation computation with whole numbers and decimals                      Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
<p><b>Benchmark 2: Number Systems and Their Properties – The student demonstrates an understanding of the real number system; recognizes, applies, and explains their properties, and extends these properties to algebraic expressions.</b></p>	
<p>The student...</p>	
<p>1. explains and illustrates the relationship between the subsets of the real number system [natural (counting) numbers, whole numbers, integers, rational numbers, irrational numbers] using mathematical models, e.g., number lines or Venn diagrams.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>                      Read tables and graphs                      Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Graphical Representations:</b>                      Identify the location of a point with a positive coordinate on the number line                      Locate points on the number line and in the first quadrant</p>
<p>2. identifies all the subsets of the real number system [natural (counting) numbers, whole numbers, integers, rational numbers, irrational numbers] to which a given number belongs.</p>	

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
3. ▲ names, uses, and describes these properties with the real number system and demonstrates their meaning including the use of concrete objects:	
a. commutative ( $a + b = b + a$ and $ab = ba$ ), associative [ $a + (b + c) = (a + b) + c$ and $a(bc) = (ab)c$ ], distributive [ $a(b + c) = ab + ac$ ], and substitution properties (if $a = 2$ , then $3a = 3 \times 2 = 6$ );	<b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Combine like terms (e.g., $2x + 5x$ ) Evaluate algebraic expressions by substituting integers for unknown quantities Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations
b. identity properties for addition and multiplication and inverse properties of addition and multiplication (additive identity: $a + 0 = a$ , multiplicative identity: $a \cdot 1 = a$ , additive inverse: $+5 + -5 = 0$ , multiplicative inverse: $8 \times 1/8 = 1$ );	
c. symmetric property of equality (if $a = b$ , then $b = a$ );	
d. addition and multiplication properties of equality (if $a = b$ , then $a + c = b + c$ and if $a = b$ , then $ac = bc$ ) and inequalities (if $a > b$ , then $a + c > b + c$ and if $a > b$ , and $c > 0$ then $ac > bc$ );	
e. zero product property (if $ab = 0$ , then $a = 0$ and/or $b = 0$ ).	
4. uses and describes these properties with the real number system:	
a. transitive property (if $a = b$ and $b = c$ , then $a = c$ ),	
b. reflexive property ( $a = a$ ).	
<b>Benchmark 3:</b> Estimation – The student uses computational estimation with real numbers in a variety of situations.	
The student...	
1. estimates real number quantities using various computational methods including mental math, paper and pencil, concrete objects, and/or appropriate technology.	
2. uses various estimation strategies and explains how they were used to estimate real number quantities and algebraic expressions.	
3. knows and explains why a decimal representation of an irrational number is an approximate value.	
4. knows and explains between which two consecutive integers an irrational number lies.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
<b>Benchmark 4:</b> Computation – The student models, performs, and explains computation with real numbers and polynomials in a variety of situations.	
The student...	
1. computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology.	
2. performs and explains these computational procedures:	
<p>a. addition, subtraction, multiplication, and division using the order of operations;</p>	<p><b>Basic Operations &amp; Applications:</b>            Perform one-operation computation with whole numbers and decimals            Solve problems in one or two steps using whole numbers            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent            Solve some routine two-step arithmetic problems            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average            Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
b. multiplication or division to find:	
i. a percent of a number, e.g., what is 0.5% of 10?	<p><b>Basic Operations &amp; Applications:</b>            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p>
ii. percent of increase and decrease, e.g., a college raises its tuition from \$1,320 per year to \$1,425 per year. What percent is the change in tuition?	<p><b>Basic Operations &amp; Applications:</b>            Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings) [ACT only]</p>
iii. percent one number is of another number, e.g., 89 is what percent of 82?	<p><b>Basic Operations &amp; Applications:</b>            Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent            Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.	
iv. a number when a percent of the number is given, e.g., 80 is 32% of what number?	<b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
c. manipulation of variable quantities within an equation or inequality, e.g., $5x - 3y = 20$ could be written as $5x - 20 = 3y$ or $5x(2x + 3) = 8$ could be written as $8/(5x) = 2x + 3$ ;	<b>Expressions, Equations, &amp; Inequalities:</b> Combine like terms (e.g., $2x + 5x$ ) Add and subtract simple algebraic expressions Add, subtract, and multiply polynomials Manipulate expressions and equations
d. simplification of radical expressions (without rationalizing denominators) including square roots of perfect square monomials and cube roots of perfect cubic monomials;	<b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers Work with cubes and cube roots of numbers
e. simplification or evaluation of real numbers and algebraic monomial expressions raised to a whole number power and algebraic binomial expressions squared or cubed;	<b>Numbers: Concepts &amp; Properties:</b> Work problems involving positive integer exponents Apply rules of exponents <b>Expressions, Equations, &amp; Inequalities:</b> Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations
f. simplification of products and quotients of real number and algebraic monomial expressions using the properties of exponents;	<b>Numbers: Concepts &amp; Properties:</b> Work problems involving positive integer exponents Apply rules of exponents <b>Expressions, Equations, &amp; Inequalities:</b> Add, subtract, and multiply polynomials Manipulate expressions and equations
g. matrix addition, e.g., when computing (with one operation) a building's expenses (data) monthly, a matrix is created to include each of the different expenses; then at the end of the year, each type of expense for the building is totaled;	
h. scalar-matrix multiplication, e.g., if a matrix is created with everyone's salary in it, and everyone gets a 10% raise in pay; to find the new salary, the matrix would be multiplied by 1.1.	

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
<p>Standard 1: Number and Computation. The student uses numerical and computational concepts and procedures in a variety of situations.</p>	
<p>3. finds prime factors, greatest common factor, multiples, and the least common multiple of algebraic expressions.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>                      Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor                      Find and use the least common multiple                      Work with scientific notation                      Work problems involving positive integer exponents                      Apply number properties involving prime factorization                      Apply number properties involving even/odd numbers and factors/multiples                      Apply rules of exponents</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>                      Manipulate expressions and equations</p>



TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
Benchmark 1: Patterns – The student recognizes, describes, extends, develops, and explains the general rule of a pattern in a variety of situations.	
The student...	
1. identifies, states, and continues the following patterns using various formats including numeric (list or table), algebraic (symbolic notation), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written.	
a. arithmetic and geometric sequences using real numbers and/or exponents; e.g., radioactive half-lives;	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Exhibit knowledge of logarithms and geometric sequences [ACT only]
b. patterns using geometric figures;	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs
c. algebraic patterns including consecutive number patterns or equations of functions, e.g., $n$ , $n + 1$ , $n + 2$ , ... or $f(n) = 2n - 1$ ;	<b>Expressions, Equations, &amp; Inequalities:</b> Solve routine first-degree equations Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write equations and inequalities that require planning, manipulating, and/or solving [ACT only]
d. special patterns, e.g., Pascal's triangle and the Fibonacci sequence.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
2. generates and explains a pattern.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
3. classifies sequences as arithmetic, geometric, or neither.	

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
4. defines:	
<p>a. a recursive or explicit formula for arithmetic sequences and finds any particular term,</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings Write equations and inequalities that require planning, manipulating, and/or solving [ACT only]</p>
<p>b. a recursive or explicit formula for geometric sequences and finds any particular term.</p>	<p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Exhibit knowledge of logarithms and geometric sequences [ACT only]</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings Write equations and inequalities that require planning, manipulating, and/or solving [ACT only]</p>
<p><b>Benchmark 2: Variables, Equations, and Inequalities –</b> The student uses variables, symbols, real numbers, and algebraic expressions to solve equations and inequalities in a variety of situations.</p>	
The student...	
<p>1. knows and explains the use of variables as parameters for a specific variable situation, e.g., the <math>m</math> and <math>b</math> in <math>y = mx + b</math> or the <math>h</math>, <math>k</math>, and <math>r</math> in <math>(x - h)^2 + (y - k)^2 = r^2</math>.</p>	
<p>2. manipulates variable quantities within an equation or inequality, e.g., <math>5x - 3y = 20</math> could be written as <math>5x - 20 = 3y</math> or <math>5x(2x + 3) = 8</math> could be written as <math>8/(5x) = 2x + 3</math>.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
3. solves:	
<p>a. linear equations and inequalities both analytically and graphically;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals  Solve one-step equations having integer or decimal answers  Solve routine first-degree equations  Solve real-world problems using first-degree equations  Solve first-degree inequalities that do not require reversing the inequality sign  Solve linear inequalities that require reversing the inequality sign</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane  Match number line graphs with solution sets of linear inequalities</p>
<p>b. quadratic equations with integer solutions (may be solved by trial and error, graphing, quadratic formula, or factoring);</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Identify solutions to simple quadratic equations  Solve quadratic equations</p> <p><b>Graphical Representations:</b>  Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math>  [ACT only]</p>
<p>c. ▲ systems of linear equations with two unknowns using integer coefficients and constants;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Find solutions to systems of linear equations</p>
<p>d. radical equations with no more than one inverse operation around the radical expression;</p>	
<p>e. equations where the solution to a rational equation can be simplified as a linear equation with a nonzero denominator, <math>3/(x + 2) = 5/(x - 3)</math>.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Manipulate expressions and equations</p>
<p>f. equations and inequalities with absolute value quantities containing one variable with a special emphasis on using a number line and the concept of absolute value;</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Solve absolute value equations  Solve simple absolute value inequalities [ACT only]</p> <p><b>Graphical Representations:</b>  Identify the graph of a linear inequality on the number line  Match number line graphs with solution sets of linear inequalities</p>
<p>g. exponential equations with the same base without the aid of a calculator or computer, e.g., <math>3^{x+2} = 3^5</math>.</p>	<p><b>Numbers: Concepts &amp; Properties:</b>  Work problems involving positive integer exponents  Apply rules of exponents</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
<b>Benchmark 3: Functions</b> – The student analyzes functions in a variety of situations.	
The student...	
1. evaluates and analyzes functions using various methods including mental math, paper and pencil, concrete objects, and graphing utilities or other appropriate technology.	<b>Functions:</b> Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values
2. matches equations and graphs of constant and linear functions and quadratic functions limited to $y = ax^2 + c$ .	<b>Graphical Representations:</b> Match linear graphs with their equations Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ [ACT only]
3. determines whether a graph, list of ordered pairs, table of values, or rule represents a function.	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs [ACT only]
4. determines x- and y-intercepts and maximum and minimum values of the portion of the graph that is shown on a coordinate plane.	<b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
5. identifies domain and range of:	
a. relationships given the graph or table,	<b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
b. linear, constant, and quadratic functions given the equation(s).	
6. ▲ recognizes how changes in the constant and/or slope within a linear function changes the appearance of a graph.	<b>Graphical Representations:</b> Exhibit knowledge of slope Interpret and use information from graphs in the coordinate plane Analyze and draw conclusions based on information from graphs in the coordinate plane [ACT only]
7. uses function notation.	
8. evaluates function(s) given a specific domain.	<b>Functions:</b> Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
9. describes the difference between independent and dependent variables and identifies independent and dependent variables.	
<b>Benchmark 4: Models</b> – The student develops and uses mathematical models to represent and justify mathematical relationships found in a variety of situations involving tenth grade knowledge and skills.	
<b>The student...</b>	
1. knows, explains, and uses mathematical models to represent and explain mathematical concepts, procedures, and relationships. Mathematical models include:	
a. process models (concrete objects, pictures, diagrams, number lines, hundred charts, measurement tools, multiplication arrays, division sets, or coordinate grids) to model computational procedures, algebraic relationships, and mathematical relationships and to solve equations;	
b. factor trees to model least common multiple, greatest common factor, and prime factorization;	<p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Recognize one-digit factors of a number</p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Find and use the least common multiple</p> <p>Work with numerical factors</p> <p>Apply number properties involving prime factorization</p>
c. algebraic expressions to model relationships between two successive numbers in a sequence or other numerical patterns;	<p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Write expressions, equations, and inequalities for common algebra settings</p>
d. equations and inequalities to model numerical and geometric relationships;	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>)</p> <p>Perform straightforward word-to-symbol translations</p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Write expressions, equations, and inequalities for common algebra settings</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
e. function tables to model numerical and algebraic relationships;	<b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph)
f. coordinate planes to model relationships between ordered pairs and equations and inequalities and linear and quadratic functions;	<b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
g. constructions to model geometric theorems and properties;	
h. two- and three-dimensional geometric models (geoboards, dot paper, coordinate plane, nets, or solids) and real-world objects to model perimeter, area, volume, and surface area, properties of two- and three-dimensional figures, and isometric views of three-dimensional figures;	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average <b>Measurement:</b> Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths
i. scale drawings to model large and small real-world objects;	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average <b>Measurement:</b> Use scale factors to determine the magnitude of a size change
j. Pascal's Triangle to model binomial expansion and probability;	
k. geometric models (spinners, targets, or number cubes), process models (concrete objects, pictures, diagrams, or coins), and tree diagrams to model probability;	<b>Probability, Statistics, &amp; Data Analysis:</b> Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 2: Algebra. The student uses algebraic concepts and procedures in a variety of situations.	
l. frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, charts, tables, single and double stem-and-leaf plots, scatter plots, box-and-whisker plots, histograms, and matrices to organize and display data;	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs
m. Venn diagrams to sort data and show relationships.	<b>Probability, Statistics, &amp; Data Analysis:</b> Use Venn diagrams in counting

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
<b>Benchmark 1:</b> Geometric Figures and Their Properties – The student recognizes geometric figures and compares and justifies their properties of geometric figures in a variety of situations.	
The student...	
1. recognizes and compares properties of two- and three-dimensional figures using concrete objects, constructions, drawings, appropriate terminology, and appropriate technology.	
2. discusses properties of regular polygons related to: a. angle measures,	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ )
b. diagonals.	
3. recognizes and describes the symmetries (point, line, plane) that exist in three-dimensional figures.	
4. recognizes that similar figures have congruent angles, and their corresponding sides are proportional.	
5. uses the Pythagorean Theorem to:	
a. determine if a triangle is a right triangle,	<b>Properties of Plane Figures:</b> Use the Pythagorean theorem
b. find a missing side of a right triangle.	<b>Properties of Plane Figures:</b> Use the Pythagorean theorem
6. recognizes and describes:	
a. congruence of triangles using: Side-Side-Side (SSS), Angle-Side-Angle (ASA), Side-Angle-Side (SAS), and Angle-Angle-Side (AAS);	<b>Properties of Plane Figures:</b> Apply properties of $30^\circ$ - $60^\circ$ - $90^\circ$ , $45^\circ$ - $45^\circ$ - $90^\circ$ , similar, and congruent triangles
b. the ratios of the sides in special right triangles: $30^\circ$ - $60^\circ$ - $90^\circ$ and $45^\circ$ - $45^\circ$ - $90^\circ$ .	<b>Properties of Plane Figures:</b> Apply properties of $30^\circ$ - $60^\circ$ - $90^\circ$ , $45^\circ$ - $45^\circ$ - $90^\circ$ , similar, and congruent triangles
7. recognizes, describes, and compares the relationships of the angles formed when parallel lines are cut by a transversal.	<b>Properties of Plane Figures:</b> Exhibit some knowledge of the angles associated with parallel lines Find the measure of an angle using properties of parallel lines
8. recognizes and identifies parts of a circle: arcs, chords, sectors of circles, secant and tangent lines, central and inscribed angles.	<b>Properties of Plane Figures:</b> Use relationships among angles, arcs, and distances in a circle [ACT only]



TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
<b>Benchmark 2:</b> Measurement and Estimation – The student estimates, measures and uses geometric formulas in a variety of situations.	
The student...	
<p>1. determines and uses real number approximations (estimations) for length, width, weight, volume, temperature, time, distance, perimeter, area, surface area, and angle measurement using standard and nonstandard units of measure.</p>	<p><b>Basic Operations &amp; Applications:</b> Perform common conversions (e.g., inches to feet or hours to minutes)</p> <p><b>Measurement:</b> Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area and circumference of circles after identifying necessary information</p>
<p>2. selects and uses measurement tools, units of measure, and level of precision appropriate for a given situation to find accurate real number representations for length, weight, volume, temperature, time, distance, area, surface area, mass, midpoint, and angle measurements.</p>	<p><b>Graphical Representations:</b> Find the midpoint of a line segment</p> <p><b>Properties of Plane Figures:</b> Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)</p> <p><b>Measurement:</b> Estimate or calculate the length of a line segment based on other lengths given on a geometric figure Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area and circumference of circles after identifying necessary information</p>
<p>3. approximates conversions between customary and metric systems given the conversion unit or formula.</p>	<p><b>Basic Operations &amp; Applications:</b> Perform common conversions (e.g., inches to feet or hours to minutes) Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
<p>Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.</p>	
<p>4. states, recognizes, and applies formulas for:</p>	
<p>a. perimeter and area of squares, rectangle, and triangles;</p>	<p><b>Measurement:</b>                      Compute the perimeter of polygons when all side lengths are given                      Compute the area of rectangles when whole number dimensions are given                      Compute the area and perimeter of triangles and rectangles in simple problems                      Use geometric formulas when all necessary information is given</p>
<p>b. circumference and area of circles; volume of rectangular solids.</p>	<p><b>Measurement:</b>                      Use geometric formulas when all necessary information is given                      Compute the area and circumference of circles after identifying necessary information</p>
<p>5. uses given measurement formulas to find perimeter, area, volume, and surface area of two- and three-dimensional figures (regular and irregular).</p>	<p><b>Measurement:</b>                      Use geometric formulas when all necessary information is given                      Compute the perimeter of simple composite geometric figures with unknown side lengths</p>
<p>6. recognizes and applies properties of corresponding parts of similar and congruent figures to find measurements of missing sides.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)  <b>Properties of Plane Figures:</b>                      Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
<p>7. knows, explains, and uses ratios and proportions to describe rates of change, e.g., miles per gallon, meters per second, calories per ounce, or rise over run.</p>	<p><b>Basic Operations &amp; Applications:</b>                      Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)  <b>Graphical Representations:</b>                      Exhibit knowledge of slope</p>
<p><b>Benchmark 3:</b> Transformational Geometry – The student recognizes and applies transformations on two- and three-dimensional figures in a variety of situations.</p>	
<p>The student...</p>	
<p>1. describes and performs single and multiple transformations [reflection, rotation, translation, reduction (contraction/shrinking), enlargement (magnification/growing)] on two- and three-dimensional figures.</p>	

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
2. recognizes a three-dimensional figure created by rotating a simple two-dimensional figure around a fixed line, e.g., a rectangle rotated about one of its edges generates a cylinder; an isosceles triangle rotated about a fixed line that runs from the vertex to the midpoint of its base generates a cone.	
3. generates a two-dimensional representation of a three-dimensional figure.	
4. determines where and how an object or a shape can be tessellated using single or multiple transformations and creates a tessellation.	
<b>Benchmark 4:</b> Geometry from an Algebraic Perspective – The student uses an algebraic perspective to analyze the geometry of two- and three-dimensional figures in a variety of situations.	
The student...	
1. recognizes and examines two- and three-dimensional figures and their attributes including the graphs of functions on a coordinate plane using various methods including mental math, paper and pencil, concrete objects, and graphing utilities or other appropriate technology.	<b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Analyze and draw conclusions based on information from graphs in the coordinate plane [ACT only]
2. determines if a given point lies on the graph of a given line or parabola without graphing and justifies the answer.	<b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ [ACT only]
3. calculates the slope of a line from a list of ordered pairs on the line and explains how the graph of the line is related to its slope.	<b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations
4. ▲ finds and explains the relationship between the slopes of parallel and perpendicular lines, e.g., the equation of a line $2x + 3y = 12$ . The slope of this line is $-2/3$ . What is the slope of a line perpendicular to this line?	<b>Graphical Representations:</b> Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
5. uses the Pythagorean Theorem to find distance (may use the distance formula).	<b>Graphical Representations:</b> Use the distance formula <b>Properties of Plane Figures:</b> Use the Pythagorean theorem

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 3: Geometry. The student uses geometric concepts and procedures in a variety of situations.	
6. ▲ recognizes the equation of a line and transforms the equation into slope-intercept form in order to identify the slope and y-intercept and uses this information to graph the line.	<p><b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations</p> <p><b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane Exhibit knowledge of slope Match linear graphs with their equations</p>
7. recognizes the equation $y = ax^2 + c$ as a parabola; represents and identifies characteristics of the parabola including opens upward or opens downward, steepness (wide/narrow), the vertex, maximum and minimum values, and line of symmetry; and sketches the graph of the parabola.	<p><b>Graphical Representations:</b> Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math> [ACT only]</p>
8. explains the relationship between the solution(s) to systems of equations and systems of inequalities in two unknowns and their corresponding graphs, e.g., for equations, the lines intersect in either one point, no points, or infinite points; and for inequalities, all points in double-shaded areas are solutions for both inequalities.	<p><b>Expressions, Equations, &amp; Inequalities:</b> Find solutions to systems of linear equations</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
<p>Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.</p>	
<p><b>Benchmark 1: Probability</b> – The student applies probability theory to draw conclusions, generate convincing arguments, make predictions and decisions, and analyze decisions including the use of concrete objects in a variety of situations.</p>	
<p>The student...</p>	
<p>1. finds the probability of two independent events in an experiment, simulation, or situation.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Compute straightforward probabilities for common situations</p>
<p>2. finds the conditional probability of two dependent events in an experiment, simulation, or situation.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Exhibit knowledge of conditional and joint probability [ACT only]</p>
<p>3. ▲ explains the relationship between probability and odds and computes one given the other.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Compute a probability when the event and/or sample space are not given or obvious</p>
<p><b>Benchmark 2: Statistics</b> – The student collects, organizes, displays, explains, and interprets numerical (rational) and non-numerical data sets in a variety of situations.</p>	
<p>The student...</p>	
<p>1. organizes, displays, and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, and rational number intervals using these data displays:</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Read tables and graphs</p>
<p>a. frequency tables and line plots;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs</p>
<p>b. bar, line, and circle graphs;</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Perform a single computation using information from a table or chart Read tables and graphs Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs <b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.	
c. Venn diagrams or other pictorial displays;	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p>
d. charts and tables;	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p>
e. stem-and-leaf plots (single and double);	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p>
f. scatter plots;	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p> <p><b>Graphical Representations:</b></p> <p>Locate points on the number line and in the first quadrant</p> <p>Locate points in the coordinate plane</p>
g. box-and-whiskers plots;	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p>

TABLE 2B

KANSAS Grades 9–10 Mathematics Curricular Standards	PLAN and ACT Mathematics College Readiness Standards
Standard 4: Data. The student uses concepts and procedures of data analysis in a variety of situations.	
<p>h. histograms.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Perform a single computation using information from a table or chart            Read tables and graphs            Perform computations on data from tables and graphs            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs</p>
2. explains how the reader’s bias, measurement errors, and display distortions can affect the interpretation of data.	
3. calculates and explains the meaning of range, quartiles and interquartile range for a real number data set.	
4. ▲ explains the effects of outliers on the measures of central tendency (mean, median, mode) and range and interquartile range of a real number data set.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Distinguish between mean, median, and mode for a list of numbers [ACT only]</p>
5. ▲ approximates a line of best fit given a scatter plot and makes predictions using the graph or the equation of that line.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs            Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Substitute whole numbers for unknown quantities to evaluate expressions            Evaluate algebraic expressions by substituting integers for unknown quantities            Write expressions, equations, and inequalities for common algebra settings            Write equations and inequalities that require planning, manipulating, and/or solving [ACT only]</p> <p><b>Graphical Representations:</b>            Exhibit knowledge of slope            Determine the slope of a line from points or equations            Interpret and use information from graphs in the coordinate plane</p>
6. compares and contrasts the dispersion of two given sets of data in terms of range and the shape of the distribution including:	
a. symmetrical (including normal),	
b. skew (left or right),	
c. bimodal,	
d. uniform (rectangular).	

**SUPPLEMENT  
TABLE 3A:  
SCIENCE**



TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	EXPLORE, PLAN, and ACT Science College Readiness Standards
<p>STANDARD 1: SCIENCE AS INQUIRY. The student will develop the abilities necessary to do scientific inquiry and develop an understanding of scientific inquiry.</p>	
<p><b>Benchmark 1:</b> The student will demonstrate the abilities necessary to do scientific inquiry.</p>	
<p>The student...</p>	
<p>1. actively engages in asking and evaluating research questions.</p>	<p><b>Scientific Investigation:</b> Determine the hypothesis for an experiment <b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<p>2. ▲ actively engages in investigations, including developing questions, gathering and analyzing data, and designing and conducting research.</p>	<p><b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram <b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment <b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<p>3. ▲ actively engages in using technological tools and mathematics in their own scientific investigations.</p>	<p><b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text</p>

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	EXPLORE, PLAN, and ACT Science College Readiness Standards
<p>STANDARD 1: SCIENCE AS INQUIRY. The student will develop the abilities necessary to do scientific inquiry and develop an understanding of scientific inquiry.</p>	
<p><b>Benchmark 1:</b> The student will demonstrate the abilities necessary to do scientific inquiry.</p>	
	<p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
<p>4. actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models (physical, conceptual, or mathematical) using logic and evidence, and recognizing that potential alternative explanations and models should be considered.</p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Analyze given information when presented with new, simple information</p> <p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Identify key issues or assumptions in a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	EXPLORE, PLAN, and ACT Science College Readiness Standards
<p>STANDARD 1: SCIENCE AS INQUIRY. The student will develop the abilities necessary to do scientific inquiry and develop an understanding of scientific inquiry.</p>	
<p><b>Benchmark 1:</b> The student will demonstrate the abilities necessary to do scientific inquiry.</p>	
	<p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Identify similarities and differences between models</p> <p>Determine which model(s) is(are) supported or weakened by new information</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>5. actively engages in communicating and defending the design, results, and conclusion of his/her investigation.</p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
STANDARD 2A: CHEMISTRY. <u>The student will develop an understanding of the structure of atoms, compounds, chemical reactions, and the interactions of energy and matter.</u>	
<b>Benchmark 1:</b> <u>The student will understand the structure of the atom.</u>	
The student...	
1. ▲ <u>understands atoms, the fundamental organizational unit of matter, are composed of subatomic particles. Chemists are primarily interested in the protons, electrons, and neutrons found in the atom.</u>	
2. <u>understands isotopes are atoms with the same atomic number (same number of protons) but different numbers of neutrons. The nuclei of some atoms are radioactive isotopes that spontaneously decay, releasing radioactive energy.</u>	
<b>Benchmark 2:</b> <u>The student will understand the states and properties of matter.</u>	
The student...	
1. ▲ <u>understands chemists use kinetic and potential energy to explain the physical and chemical properties of matter on earth that may exist in any of these three states: solids, liquids, and gases.</u>	
2. ▲ <u>understands the periodic table lists elements according to increasing atomic number. This table organizes physical and chemical trends by groups, periods, and sub-categories.</u>	
3. ▲ <u>understands chemical bonds result when valence electrons are transferred or shared between atoms. Breaking a chemical bond requires energy. Formation of a chemical bond releases energy. Ionic compounds result from atoms transferring electrons. Molecular compounds result from atoms sharing electrons.</u>	
<b>Benchmark 3:</b> <u>The student will gain a basic concept of chemical reactions.</u>	
The student...	
1. ▲ <u>understands a chemical reaction occurs when one or more substances (reactants) react to form a different chemical substance(s) (products). There are different types of chemical reactions all of which demonstrate the Law of Conservation of Matter and Energy.</u>	
2. <u>understands how to perform mathematical calculations regarding the Law of Conservation of Matter, i.e., through stoichiometric relationships.</u>	
3. <u>understands the differences and reactions between acids, bases, and salts. Perform calculations to determine the concentration of ions in solutions.</u>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 2B: PHYSICS.</b> <u>The student will develop an understanding of the structure of atoms, compounds, chemical reactions, and the interactions of energy and matter.</u></p>	
<p><b>Benchmark 1:</b> <u>The student will understand the relationships between force and motion.</u></p>	
<p>The student...</p>	
<p>1. <u>▲ understands Newton’s Laws and the variables of time, position, velocity, and acceleration can be used to describe the position and motion of particles.</u></p>	
<p>2. <u>understands physicists use conservation laws to analyze the motion of objects.</u></p>	
<p><b>Benchmark 2:</b> <u>The student will understand the conservation of mass and energy, and the First and Second Laws of Thermodynamics.</u></p>	
<p>The student...</p>	
<p>1. <u>understands matter has energy. Mass and energy can be interchanged. The total energy in the universe is constant, but the type of energy may vary.</u></p>	
<p>2. <u>▲ understands the first law of thermodynamics states the total internal energy of a substance (the sum of all the kinetic and potential energies of its constituent molecules) will change only if heat is exchanged with the environment or work is done on or by the substance. In any physical interaction, the total energy in the universe is conserved.</u></p>	
<p>3. <u>understands the second law of thermodynamics that states the entropy of the universe is increasing.</u></p>	
<p><b>Benchmark 3:</b> <u>The student will understand the nature of the fundamental interactions of matter and energy.</u></p>	
<p>The student...</p>	
<p>1. <u>there are four fundamental forces in nature: strong nuclear force, weak nuclear force, electromagnetic force, and gravitational force.</u></p>	
<p>2. <u>▲ understands waves have energy and can transfer energy when they interact with matter.</u></p>	
<p>3. <u>The student understand interference – how waves interact with other waves.</u></p>	
<p>4. <u>The student will understand the principles of reflection and refraction.</u></p>	
<p>5. <u>▲ understands electromagnetic waves result when a charged particle is accelerated or decelerated.</u></p>	
<p>6. <u>The student understands basic electrostatics and circuits.</u></p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 3: LIFE SCIENCE.</b> <u>The student will develop an understanding of the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and the behavior of organisms.</u></p>	
<p><b>Benchmark 1:</b> <u>The student will demonstrate an understanding of the structure and function of the cell.</u></p>	
<p>The student...</p>	
<p>1. <u>understands cells are composed of a variety of specialized structures that carry out specific functions.</u></p>	
<p>2. <u>▲ understands cell functions involve specific chemical reactions.</u></p>	
<p>3. <u>understands cells function and replicate as a result of information stored in DNA and RNA molecules.</u></p>	
<p>4. <u>understands some plant cells contain chloroplasts, which are the sites of photosynthesis.</u></p>	
<p>5. <u>understands cells can differentiate, thereby enabling complex multicellular organisms to form.</u></p>	
<p><b>Benchmark 2:</b> <u>The student will demonstrate an understanding of chromosomes, genes, and the molecular basis of heredity.</u></p>	
<p>The student...</p>	
<p>1. <u>▲ understands living organisms contain DNA or RNA as their genetic material, which provides the instructions that specify the characteristics of organisms.</u></p>	
<p>2. <u>understands organisms usually have a characteristic number of chromosomes; one pair of these may determine the sex of individuals.</u></p>	
<p>3. <u>▲ understands hereditary information is contained in genes, located in the chromosomes of each cell.</u></p>	
<p>4. <u>understands gametes carry the genetic information to the next generation.</u></p>	
<p>5. <u>understands expressed mutations occur in DNA at very low rates.</u></p>	
<p><b>Benchmark 3:</b> <u>The student will understand biological evolution.</u></p>	
<p>The student...</p>	
<p>1. <u>▲ understands biological evolution, descent with modification, is a scientific explanation for the history of the diversification of organisms from common ancestors.</u></p>	
<p>2. <u>understands populations of organisms adapt to environmental challenges and changes as a result of natural selection, genetic drift, and various mechanisms of genetic change.</u></p>	
<p>3. <u>▲ understands biological evolution is used to explain the earth's present day biodiversity: the number, variety and variability of organisms.</u></p>	
<p>4. <u>▲ understands organisms vary widely within and between populations. Variation allows for natural selection to occur.</u></p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 3: LIFE SCIENCE.</b> <u>The student will develop an understanding of the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and the behavior of organisms.</u></p>	
<p>5. <u>understands the primary mechanism acting on variation is natural selection.</u></p>	
<p>6. <u>understands biological evolution is used as a broad, unifying theoretical framework for biology.</u></p>	
<p><b>Benchmark 4:</b> <u>The student will understand the interdependence of organisms and their interaction with the physical environment.</u></p>	
<p>The student...</p>	
<p>1. ▲ <u>understands atoms and molecules on the earth cycle among the living and nonliving components of the biosphere.</u></p>	
<p>2. <u>understands energy is received, transformed and expended in ecosystems.</u></p>	
<p>3. ▲ <u>understands the distribution and abundance of organisms and populations in ecosystems are limited by the carrying capacity.</u></p>	
<p>4. <u>understands organisms cooperate and compete in complex, interdependent relationships.</u></p>	
<p>5. <u>understands human beings live within and impact ecosystems.</u></p>	
<p><b>Benchmark 5:</b> <u>The student will develop an understanding of matter, energy, and organization in living systems.</u></p>	
<p>The student...</p>	
<p>1. <u>understands living systems require a continuous input of energy to maintain their chemical and physical organization.</u></p>	
<p>2. ▲ <u>understands the sun is the primary source of energy for life through the process of photosynthesis.</u></p>	
<p>3. ▲ <u>understands food molecules contain biochemical energy, which is then available for cellular respiration.</u></p>	
<p>4. <u>understands the structure and function of an organism serve to acquire, transform, transport, release, and eliminate the matter and energy used to sustain the organism.</u></p>	
<p><b>Benchmark 6:</b> <u>The student will understand the behavior of animals.</u></p>	
<p>The student...</p>	
<p>1. ▲ <u>understands animals have behavioral responses to internal changes and to external stimuli.</u></p>	
<p>2. <u>understands most multicellular animals have nervous systems that underlie behavior.</u></p>	
<p>3. <u>understands behaviors are often adaptive when viewed in terms of survival and reproductive success.</u></p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p>STANDARD 3: LIFE SCIENCE. <u>The student will develop an understanding of the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and the behavior of organisms.</u></p>	
<p><b>Benchmark 7:</b> <u>The student will demonstrate an understanding of the diversity of structure and function in organisms.</u></p>	
<p>The student...</p>	
<p>1. <u>understands differences in structure and function among organisms and can identify the characteristics of relevant life forms.</u></p>	
<p>2. <b>▲</b> <u>understands that homeostasis is the dynamic regulation and balance of an organisms internal environment to maintain conditions suitable for survival.</u></p>	
<p>3. <b>▲</b> <u>understands that living things change following a specific pattern of developmental stages called life cycles.</u></p>	
<p>4. <u>understands that in complex organisms there is a division of labor into specific body systems; i.e., respiration, digestion, nervous, endocrine, excretion, circulatory, reproductive, immune, skeletal and muscle.</u></p>	
<p>5. <u>understands taxonomy is the systematic way in which organisms are placed into a hierarchical classification system, according to their physical and genetic characteristics and their evolutionary history.</u></p>	



TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 4: EARTH AND SPACE SCIENCE.</b>            The student will develop an understanding of energy in the earth system, geochemical cycles, the formation and organization of the earth system, the dynamics of the earth/moon/sun system, and the organization and development of the universe.</p>	
<p><b>Benchmark 1:</b> The student will develop an understanding of the sources of energy that power the subsystems and cycles of the dynamic earth: the geosphere, hydrosphere, atmosphere and biosphere.</p>	
<p>The student...</p>	
<p>1. <u>understands constructive and destructive processes dynamically reshape the surface of the earth.</u></p>	
<p>2. ▲ <u>understands the theory of plate tectonics explains that internal energy drives the earth’s ever changing structure.</u></p>	
<p>3. <u>understands that the ultimate source of atmospheric and oceanic energy comes from the sun. Energy flow drives global climate and weather. Climate and weather are influenced by geographic features, cloud cover, and the earth’s rotation.</u></p>	
<p>4. <u>understands the processes of water cycling through surface water (oceans, lakes, streams, glaciers), ground water (aquifers), and the atmosphere. (hydrological cycle)</u></p>	
<p><b>Benchmark 2:</b> The student will develop an understanding of the origin and development of the dynamic earth system.</p>	
<p>The student...</p>	
<p>1. ▲ <u>understands geological time is used to understand the earth’s past.</u></p>	
<p><b>Benchmark 3:</b> The student will develop an understanding of dynamics of our solar system.</p>	
<p>The student...</p>	
<p>1. <u>understands gravitational attraction of objects in the solar system keeps solar system objects in orbit.</u></p>	
<p>2. ▲ <u>understands the relationship between the earth, moon, and sun explains the seasons, tides and moon phases.</u></p>	
<p>3. <u>understands the relative sizes and distances of objects in the solar system.</u></p>	
<p>4. <u>understands the sun, earth, and other objects in the solar system formed from a nebular cloud of dust and gas.</u></p>	
<p><b>Benchmark 4:</b> The student will develop an understanding of the organization of the universe and its development.</p>	
<p>The student...</p>	
<p>1. ▲ <u>understands stellar evolution.</u></p>	
<p>2. <u>understands the current scientific explanation of the origin and structure of the universe.</u></p>	
<p>3. <u>understands how the tools of astronomy have revolutionized the study of the universe.</u></p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 5: SCIENCE AND TECHNOLOGY.</b>                      The student will develop understandings about the relationship between science and technology.</p>	
<p><b>Benchmark 1:</b> The student will develop an understanding that technology is applied science.</p>	
<p>The student...</p>	
<p>1. ▲ understands technology is the application of scientific knowledge for functional purposes.</p>	
<p>2. understands creativity, imagination, and a broad scientific knowledge base are required to produce useful results.</p>	
<p>3. understands science advances new technologies. New technologies open new areas for scientific inquiry.</p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p>STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES. <u>The student will develop an understanding of personal and community health, population growth, natural resources, environmental quality, natural and human-induced hazards, and science and technology in local, national, and global settings.</u></p>	
<p><b>Benchmark 1:</b> <u>The student will develop an understanding of the overall functioning of human systems and their interaction with the environment in order to understand specific mechanisms and processes related to health issues.</u></p>	
<p>The student...</p>	
<p>1. <u>understands some chemical and physical hazards and accidents can be avoided through safety education.</u></p>	
<p>2. <u>understands the severity of disease symptoms is dependent on many factors.</u></p>	
<p>3. <u>understands informed personal choices concerning fitness and health involve an understanding of chemistry and biology.</u></p>	
<p>4. <u>understands selection of foods and eating patterns determine nutritional balance which affects emotional and physical well-being.</u></p>	
<p><b>Benchmark 2:</b> <u>The student will demonstrate an understanding of population growth.</u></p>	
<p>The student...</p>	
<p>1. <u>understands the rate of change in populations is determined by the combined effects of birth, death, emigration, and immigration.</u></p>	
<p>2. <u>understands a variety of factors influence birth rates and fertility rates.</u></p>	
<p>3. <u>understands populations have limits to growth.</u></p>	
<p><b>Benchmark 3:</b> <u>The student will understand that human populations use natural resources and influence environmental quality.</u></p>	
<p>The student...</p>	
<p>1. <u>▲ understands natural resources from the lithosphere and ecosystems are required to sustain human populations.</u></p>	
<p>2. <u>understands earth does not have infinite resources.</u></p>	
<p><b>Benchmark 4:</b> <u>The student will understand the effect of natural and human-influenced hazards.</u></p>	
<p>The student...</p>	
<p>1. <u>understands natural processes of earth may be hazardous for humans.</u></p>	
<p>2. <u>understands there is a need to assess potential risk and danger from natural and human-induced hazards.</u></p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p>STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES. <u>The student will develop an understanding of personal and community health, population growth, natural resources, environmental quality, natural and human-induced hazards, and science and technology in local, national, and global settings.</u></p>	
<p><b>Benchmark 5:</b> The student will develop an understanding of the relationship between science, technology, and society.</p>	
<p>The student...</p>	
<p>1. understands progress in science and technology can be affected by social issues and challenges. Science and technology indicate what can happen, not what should happen.</p>	

TABLE 3A

KANSAS Grades 8–12 Science Curricular Standards	ACT Science College Readiness Standards
<p><b>STANDARD 7: HISTORY AND NATURE OF SCIENCE.</b> The student will develop understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives.</p>	
<p><b>Benchmark 1:</b> The student will develop an understanding that science is a human endeavor that uses models to describe and explain the physical universe.</p>	
<p>The student...</p>	
<p>1. demonstrates an understanding of science as both vocation and avocation.</p>	
<p>2. explains how science uses peer review, replication of methods, and norms of honesty.</p>	
<p>3. recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.</p>	
<p>4. recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and educating a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).</p>	
<p>5. understands there are many issues which involve morals, ethics, values or spiritual beliefs that go beyond what science can explain, but for which solid scientific literacy is useful.</p>	
<p>6. recognizes society’s role in supporting topics of research and determining institutions where research is conducted.</p>	
<p><b>Benchmark 2:</b> The student will develop an understanding of the nature of scientific knowledge.</p>	
<p>The student...</p>	
<p>1. understands scientific knowledge describes and explains the physical world in terms of matter, energy, and forces. Scientific knowledge is provisional and is subject to change as new evidence becomes available.</p>	
<p>2. understands scientific knowledge begins with empirical observations, which are the data (also called facts or evidence) upon which further scientific knowledge is built.</p>	
<p>3. understands scientific knowledge consists of hypotheses, inferences, laws, and theories.</p>	
<p>4. understands a testable hypothesis or inference must be subject to confirmation by empirical evidence.</p>	
<p><b>Benchmark 3:</b> The student will understand science from historical perspectives.</p>	
<p>The student...</p>	
<p>1. demonstrates an understanding of the history of science.</p>	
<p>2. demonstrates a knowledge that scientific method historically proceeded from an inductive approach rather than a deductive approach.</p>	