

CONTENT AREA: Reading

GRADE LEVEL: Grade 9/ High School (HS)

Standard Descriptions:

READING STANDARDS for LITERATURE: (RL)

READING STANDARDS for INFORMATIONAL TEXT: (RIT)

The high school standards define what students should understand and be able to do by the end of grade 9. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specifics—that together define the skills and understandings that all students must demonstrate.

Blue: Standards 1 through 3 (TEST WINDOW 1)

Yellow: Standards 4 through 6 (TEST WINDOW 2)

Key Ideas and Details	Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Craft and Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.
	Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level/ Content Area	Alternate K-PREP Statements Aligned to KAS Standards	KAS Standard
<p>HS Reading Grade 9</p>	<p>R-HS.1</p> <p>Determine the meaning, tone and cumulative impact of figurative and connotative words and phrases as they are used in text.</p> <p>READING STANDARDS FOR LITERATURE</p>	<p>(RL.4)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>READING STANDARDS FOR LITERATURE</p>
	<p>R-HS.2</p> <p>Analyze how characters develop over the course of a text, interact with other characters, and advance the plot.</p> <p>READING STANDARDS FOR LITERATURE</p>	<p>(RL.3)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>READING STANDARDS FOR LITERATURE</p>
	<p>R-HS.3</p> <p>Determine a theme of a text and analyze its development over the course of the text including how it is refined by details; provide an objective summary.</p> <p>READING STANDARDS FOR LITERATURE</p>	<p>(RL.2)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>READING STANDARDS FOR LITERATURE</p>

	<p>R-HS.4 Determine a central idea of text and analyze its development over the course of the text, including how it is refined by details; provide an objective summary.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>	<p>(RIT.2) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>
	<p>R-HS.5 Cite details from the text that support inference.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>	<p>(RIT.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>
	<p>R-HS.6 Determine an author's purpose in a text and analyze how an author uses rhetoric to advance the purpose.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>	<p>(RIT.6) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>