

## Kansas Curricular Standards

This chart correlates the Kansas Curricular Standards to the lessons of **Reading Express, Level H.**

Standard	Chapter(s)
<b>1.2.1</b> The student uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	<b>Lesson 16:</b> Headings and Subheadings <b>Lesson 17:</b> Sidebars <b>Lesson 18:</b> Footnotes
<b>1.2.5</b> The student adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	<b>Lesson 58:</b> Monitoring
<b>1.3.1</b> The student determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.	<b>Lesson 3:</b> Context Clues
<b>1.3.2</b> The student locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, encyclopedias, internet) that are appropriate to the task.	<b>Lesson 6:</b> Dictionary <b>Lesson 7:</b> Thesaurus
<b>1.3.3</b> The student determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.	<b>Lesson 1:</b> Prefixes, Suffixes, and Root Words
<b>1.3.4</b> The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.	<b>Lesson 8:</b> Analogies <b>Lesson 42:</b> Similes and Metaphors <b>Lesson 43:</b> Idiom <b>Lesson 45:</b> Symbolism
<b>1.3.5</b> The student distinguishes between connotative and denotative meanings.	<b>Lesson 4:</b> Connotation and Denotation
<b>1.4.2</b> The student 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.	<b>Lesson 9:</b> Charts <b>Lesson 10:</b> Graphs <b>Lesson 11:</b> Maps <b>Lesson 12:</b> Diagrams and Visuals <b>Lesson 14:</b> Timeline and Outline <b>Lesson 15:</b> Table of Contents, Index and Glossary <b>Lesson 16:</b> Headings and Subheadings <b>Lesson 17:</b> Sidebars <b>Lesson 18:</b> Footnotes
<b>1.4.3</b> The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.	<b>Lesson 29:</b> Predictions

Standard	Chapter(s)
1.4.4 The student generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.	<b>Lesson 56:</b> Self-Questioning
1.4.5 The student uses information from the text to make inferences and draw conclusions.	<b>Lesson 28:</b> Inferences and Conclusions
1.4.6 The student analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	<b>Lesson 19:</b> Compare and Contrast <b>Lesson 20:</b> Cause and Effect <b>Lesson 21:</b> Sequential and Chronological Order <b>Lesson 22:</b> Problem and Solution <b>Lesson 23:</b> Question and Answer <b>Lesson 24:</b> Proposition and Support
1.4.7 The student 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.	<b>Lesson 19:</b> Compare and Contrast
1.4.8 The student explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	<b>Lesson 20:</b> Cause and Effect
1.4.10 The student 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.	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 38:</b> Theme <b>Lesson 41:</b> Allusions
1.4.11 The student 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.	<b>Lesson 25:</b> Author's Purpose <b>Lesson 44:</b> Irony <b>Lesson 45:</b> Symbolism <b>Lesson 47:</b> Flashback and Foreshadowing
1.4.12 The student establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	<b>Lesson 26:</b> Reader's Purpose
1.4.13 The student follows directions explained in technical text.	<b>Lesson 54:</b> Consumer and Workplace Documents
1.4.14 The student 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).	<b>Lesson 25:</b> Author's Purpose <b>Lesson 33:</b> Propoganda

Standard	Chapter(s)
<p><b>1.4.15</b> The student 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>Lesson 31:</b> Fact and Opinion  <b>Lesson 33:</b> Propoganda</p>
<p><b>2.1.1</b> The student 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>Lesson 36:</b> Character</p>
<p><b>2.1.2</b> The student 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>Lesson 37:</b> Setting</p>
<p><b>2.1.3</b> The student 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>Lesson 34:</b> Plot</p>
<p><b>2.1.4</b> The student 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>Lesson 38:</b> Theme</p>
<p><b>2.1.5</b> The student 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>Lesson 45:</b> Symbolism  <b>Lesson 47:</b> Flashback and Foreshadowing</p>
<p><b>2.2.1</b> The student identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p><b>Lesson 19:</b> Compare and Contrast  <b>Lesson 20:</b> Cause and Effect  <b>Lesson 21:</b> Sequential and Chronological Order  <b>Lesson 22:</b> Problem and Solution  <b>Lesson 23:</b> Question and Answer  <b>Lesson 24:</b> Proposition and Support  <b>Lesson 49:</b> Myths and Legends</p>