

**2001 Kansas 9-11 English Language Arts Instructional Materials Review  
Curricular Standards for Reading and Writing Correlation  
End of Eleventh Grade Indicators**

**Publisher:** EMC Paradigm

**Text:** Literature and the Language Arts – Understanding Literature

KANSAS CURRICULAR STANDARDS FOR READING AND WRITING GRADE 10	
<b>Standard 1–Reading</b>	Correlation: Use page numbers. TE for Teacher’s Edition, SE for Student Edition, IT for Integral Technology, CT for Core Technology
<b>Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.</b>	
<b>Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.</b>	
The students:	
1. differentiate between stated and inferred main ideas and supporting details.	TE: 364, 384, 426, 466, 500, 616
2. differentiate between fact and opinion in a passage of text.	TE: 395, 425, 473, 482, 650, 720, 1011, 1089-1090
3. identify author’s point of view or bias.	TE: 395, 403, 429, 433, 435, 438, 486, 493, 496, 497, 498, 517, 693, 697, 706, 745, 753, 825
4. analyze the text for such structures as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration, to aid in comprehension.	TE: 363, 364, 384, 405, 415, 417, 425, 431, 465, 473, 482, 499, 506, 588, 596, 615, 623, 642, 833, 841
5. evaluate the effectiveness of the text for the chosen purpose.	The opportunity to address this objective is available. See the following: TE: 395, 403, 425, 431, 475, 480, 482, 486, 488, 497, 517, 588, 596, 607, 697, 824, 831, 843, 850, 858
6. summarize the text.	TE: 365, 385, 466, 487, 493, 597, 626, 711, 716, 746, 756, 765, 825, 1009, 1012

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<b>Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.</b>	
7. analyze the effectiveness of various persuasive devices, such as appeals to reason, emotion, authority, and popularity.	TE: 431, 433, 438, 448-449, 596, 662, 667, 824, 1090-1091
8. follow directions presented in technical writing.	TE: 506
9. analyze concepts in technical writing.	The opportunity to address this objective is available. See the following: TE: 462, 506, 507, 641
10. synthesize important ideas from multiple sources.	TE: 44, 61, 82, 91, 197, 223, 267, 287, 325, 385, 394, 416, 424, 432, 550, 562, 597, 614, 649, 668
11. use a wide range of automatic monitoring and self-correction strategies to understand text.	This objective is addressed throughout the text. See, for example: TE: 17, 121, 244, 310, 434, 477, 529, 626, 716, 864
12. evaluate the clarity and accuracy of expository texts.	TE: 362-363, 462-464, 473, 480, 486, 489, 497, 1093, 1099-1101

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<b>Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.</b>	
<b>Benchmark 2: The proficient reader decodes accurately and understands new words in reading materials.</b>	
The students:	
1. use context clues, such as definition, restatement, example, comparison, contrast, cause and effect, to determine meaning of unfamiliar vocabulary.	This objective is addressed throughout the text. See, for example: TE: 143, 221, 306, 381, 447, 559, 636, 794, 810, 975, 1015
2. use analogies to expand vocabulary.	TE: 887, 1120
3. distinguish connotations from denotations and synonyms from antonyms.	TE: 550, 834, 1015, 1016, 1017, 1124, 1125
4. apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine meaning of unfamiliar vocabulary.	TE: 115, 182, 562, 641, 668, 1015, 1016, 1017

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<b>Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.</b>	
<b>Benchmark 3: The proficient reader reads fluently.</b>	
The students:	
1. use complex vocabulary, punctuation, and sentence structure to form an understanding of the text and to evaluate its meaning.	TE: 61, 82, 87, 107, 119, 145, 170, 289, 359, 385, 527, 562, 614, 692, 728, 733, 905
2. adjust silent reading rate according to the purpose and difficulty of the text.	TE: 71, 157, 237, 359, 459, 517, 607, 707, 781, 859, 913, 1005
3. use punctuation and sentence structure to assist in oral reading.	TE: 61, 82, 87, 107, 119, 145, 170, 289, 359, 385, 527, 562, 614, 692, 728, 733, 905
4. use expressive oral reading to interpret the text.	TE: 61, 82, 87, 107, 119, 145, 170, 289, 359, 385, 527, 562, 614, 692, 728, 733, 905

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<b>Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.</b>	
<b>Benchmark 4: The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.</b>	
The students:	
1. use knowledge of structural elements to assist in understanding various genres, such as drama, poetry, novel, and short story.	TE: 16, 21, 23, 30, 88, 90, 92, 94, 156, 171, 183, 242, 266, 286, 308, 324, 343
2. use knowledge of structural elements to assist in understanding various informational texts, such as essay, letter, journal, newspaper, report, reference material, internet source, technical manual, and job-related material.	TE: 363, 384, 405, 415, 417, 423, 425, 431, 482, 486, 499, 506, 588, 596
3. synthesize prior knowledge from multiple sources to assist in understanding and evaluating the text.	This objective is addressed throughout the text. See, for example: TE: 17, 92, 135, 327, 407, 426, 466, 477, 581, 626, 721, 966

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<b>Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.</b>	
<b>Benchmark 5: The proficient reader draws conclusions supported by the text.</b>	
The students:	
1. compare and contrast themes common in different texts.	TE: 71, 157, 237, 358, 458, 517, 578, 606, 707, 781, 791, 858, 912-913
2. locate evidence from several texts to support a conclusion.	TE: 44, 70, 115, 237, 325, 358, 458, 498, 516, 606, 651, 661, 706, 733, 741, 763, 825, 858, 925, 941
3. evaluate conclusions by linking prior knowledge to context of text.	The opportunity to address this objective is available. See the following: TE: 44, 70, 115, 237, 325, 358, 458, 498, 516, 606, 661, 706, 733, 741, 763, 825, 858, 925, 941

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<b>Standard 2–Writing</b>	Correlation: Use page numbers. TE for Teacher’s Edition, SE for Student Edition, IT for Integral Technology, CT for Core Technology
<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 1: A proficient writer uses ideas that are well developed, clear and interesting.</b>	
The students:	
1. select topics that are original and appropriate to the task.	TE: 63-65, 150-152, 349-351, 449-450, 512-513, 599-600, 700-701, 775-776, 853-855, 907-908, 995-996
2. write insightfully from knowledge or experience.	TE: 63-66, 150-152, 350-352, 449-451, 512-515, 599-601, 700-702, 775-777, 853-855, 907-909, 995-997
3. provide details that focus the reader’s attention on important information.	TE: 65-66, 152, 232, 351-352, 514, 701-702, 777, 856, 909, 997
4. develop the topic in an enlightening, purposeful way that makes a point or tells a story.	TE: 65-66, 152, 233, 351-352, 514-515, 701-702, 777, 855, 908-909, 996-997

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 2: The proficient writer uses authentic and appropriate voice.</b>	
The students:	
1. include tone and voice that gives flavor to the message and seems appropriate for the purpose and audience.	TE: 63-64, 150, 152, 232, 349, 351, 352, 449, 451, 512, 514, 599, 700, 701, 775, 853, 907-909, 996, 1020, 1038
2. write narratives that seem believable, original, and appealing.	TE: 598-604, 994-1002
3. write expository, technical, or persuasive pieces that reflect a strong commitment to the topic and an effort to bring the topic to life by anticipating the reader’s questions and showing why the reader should care or want to know more.	TE: 149-155, 231-235, 348-356, 448-456, 510-515, 699-705, 774-779, 852-856, 906-911
4. use a variety of techniques to express a personal style and voice.	TE: 63-64, 150, 152, 232, 349, 351, 352, 449, 451, 512, 599, 700, 701, 775, 853, 907, 909, 996, 1020, 1038-1040



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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 3: The proficient writer uses organization that enhances the reader’s understanding.</b>	
The students:	
1. write introductions that draw the reader in and conclusions that leave the reader with a sense of resolution.	TE: 66, 233, 351, 451, 600, 701, 777, 855-856, 908-909, 1031
2. use sequencing that is logical and effective.	TE: 66, 233, 351-352, 451, 600-601, 701-702, 777, 855-856, 908-909, 996-999, 1031
3. apply transitions clearly showing how ideas connect.	TE: 451, 453, 777, 856, 1031
4. use a variety of supporting details.	TE: 65-66, 152, 233, 351-352, 451, 601-602, 701-702, 777, 856, 908-909, 997
5. organize so that the writing flows smoothly.	TE: 65-66, 152, 153-155, 233, 351-352, 451, 600-602, 701-702, 777, 855-856, 908-909, 997, 1027-1032

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 4: The proficient writer uses effective word choice.</b>	
The students:	
1. choose words that are specific, accurate, and easily understood.	TE: 65-66, 233, 351-352, 451, 514, 601-602, 701-702, 777, 909
2. use language that is appropriate for the type of writing and for the audience.	TE: 64, 150-151, 152, 232-233, 350, 352, 449, 451, 512-515, 599, 600-602, 700-702, 775, 777, 853, 907-909, 996-999, 1019-1020, 1038-1040
3. use lively verbs that energize the writing and precise nouns and modifiers that create pictures in the reader’s mind.	TE: 353, 451, 514, 600-602, 909, 998, 1051
4. use clichés and jargon sparingly, only for effect.	TE: 514

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 5: The proficient writer uses clear and fluent sentences.</b>	
The students:	
1. construct sentences for clarity and meaning.	TE: 152, 233, 351-356, 451, 910-911, 999-1001, 1044-1052
2. write for cadence as if the writer has thought about the sound of the words as well as the meaning.	TE: 152, 233, 351-352, 451, 600-602, 999-1001
3. write sentences that vary in length as well as structure.	TE: 352-356, 1049-1051
4. use fragments only for style.	TE: 1049
5. use dialogue that sounds natural.	The opportunity to address this objective is available. See the following: TE: 31, 86, 207, 325, 439, 562, 728, 763, 769, 790, 808, 1032

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 6: The proficient writer uses standard American English conventions.</b>	
The students:	
1. paragraph to reinforce the organizational structure of the text.	TE: 66-69, 153, 352, 451, 600-601, 701-702, 777, 855-856, 908-909, 1027-1031
2. use grammar and usage that contribute to clarity and style.	TE: 66, 152, 233-235, 353, 453, 514-515, 602-604, 702, 778, 856, 910, 999-1001, 1038-1072
3. use accurate punctuation, guiding the reader through the text.	TE: 66, 153, 233-234, 353, 515, 603, 702, 778, 856, 910, 998-1001, 1067-1069
4. use correct spelling.	TE: 66, 153, 233-234, 353, 515, 603, 702, 778, 856, 910, 998, 1071-1072

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.</b>	
Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.	
The students:	
1. generate ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering.	TE: 63-65, 150-152, 232-233, 349-351, 449-450, 512-513, 599-600, 700-701, 775-776, 853-855, 907-908, 995-996, 1019-1027
2. write successive versions by rereading, adding new information, and reorganizing for sequence.	TE: 65-66, 152-153, 233-234, 351-353, 451-452, 514-515, 600-603, 701-702, 777-778, 909-910, 997-999, 1031-1034
3. proofread and edit their own and their peers’ revisions for grammar, spelling, usage, and format.	TE: 66, 153, 234, 353, 515, 603, 702, 778, 856, 911, 998, 1034-1036
4. use a style manual such as Modern Language Association (MLA), American Psychological Association (APA), or other acceptable style manuals.	The opportunity to discuss this objective is available. See the following: TE: 62-69, 149-155, 231-235, 348-356, 598-604, 699-705, 774-779, 852-856, 906-911, 994-1002
5. generate a legible final copy for presentation.	TE: 69, 155, 235, 356, 515, 604, 705, 779, 856, 911, 1002, 1036-1037

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.</b>	
The students:	
1. write while studying in the content areas notes, outlines, lab reports, journal entries, research reports, speeches, business letters, scripts, debates, essays, critical analysis of current events, reaction papers, and plans, procedures, and steps for various projects (such as science and math).	This objective is addressed throughout the text. See, for example: TE: 27, 174, 250, 297, 400, 545, 748, 801, 897, 923

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<b>Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.</b>	
<b>Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.</b>	
The students:	
1. write descriptive pieces, which may include character sketch and description of time, place, occasion, and object.	TE: 9, 15, 95, 100, 127, 170, 230, 344, 385, 416, 474, 537, 587, 649, 668, 698, 823, 905, 957, 977
2. write narrative pieces, which may include personal narrative, autobiography, memoir, and short story.	TE: 91, 105, 119, 182, 207, 230, 287, 308, 424, 480, 498, 550, 579, 587, 598-604, 624, 640, 661, 698, 994-1002
3. write expository pieces, which may include research and informational writing.	TE: 61, 95, 149-155, 189, 231-235, 325, 394, 404, 459, 498, 507, 526, 562, 640, 699-705, 744, 781, 852-856, 964, 977
4. write persuasive pieces, which may include speech, critical evaluation, editorial, letter of application, resume, position paper, letter to the editor, and essay.	TE: 133, 348-356, 424, 448-456, 507, 510-515, 852-856, 906-911, 977
5. write technical pieces, which may include business letter, chart, graph, technical report, manual, and technical description.	TE: 61, 127, 170, 217, 223, 416, 432, 481, 507, 614, 641, 668, 698, 739, 794, 823, 842, 953, 964, 987
6. write for the purpose of convincing.	TE: 44, 114, 217, 223, 385, 404, 424, 474, 550, 597, 640, 739, 773, 842, 935, 964

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<b>Standard 3–Literature Genres</b>	Correlation: Use page numbers. TE for Teacher’s Edition, SE for Student Edition, IT for Integral Technology, CT for Core Technology
<b>Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.</b>	
<b>Benchmark 1: The proficient reader demonstrates knowledge of the effects of cultures on literature.</b>	
The students:	
1. recognize literary contributions from various cultures and genres.	TE: 10, 23, 54, 70, 88, 120, 156, 171, 198, 224, 236-237, 358, 458, 606, 706-707, 764, 780, 858, 912, 1004
2. explain the impact of cultural stereotypes on literature.	TE: 190, 196, 764, 768, 795, 807, 858, 1090
<b>Benchmark 2: The proficient reader identifies characteristics of a wide variety of literary genres in various formats.</b>	
The students:	
1. identify fiction and nonfiction and a variety of genres, such as novel, short story, poetry, drama, biography, autobiography, and essay.	TE: 92, 156, 242, 358, 386, 395, 405, 417, 433, 440, 458, 606, 650, 693, 706-707, 729, 795, 858, 912, 1004
<b>Benchmark 3: The proficient reader demonstrates knowledge of the effects of time periods on literature.</b>	
The students:	
1. analyze the effect of political, social, and economic conditions, and contemporary ideas of the time period on literature.	TE: 11, 38, 54, 190, 197, 199, 242-245, 358, 385, 426, 434, 458, 499, 528, 580, 588, 623, 643, 693, 745



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<b>Standard 4–Literature Response</b>	Correlation: Use page numbers. TE for Teacher’s Edition, SE for Student Edition, IT for Integral Technology, CT for Core Technology
<b>Standard 4: Learners demonstrate skills needed to read and respond to literature.</b>	
<b>Benchmark 1: The proficient reader uses literary concepts to interpret literature.</b>	
The students:	
1. identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax.	TE: 162-163, 164, 171, 183, 190, 198, 208, 218, 224, 240-241, 266, 286, 309, 326, 538, 711, 720, 764, 863, 874
2. make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character.	TE: 181, 206, 216, 222, 229, 232-233, 236-237, 265, 536, 578, 613, 727, 738, 768, 772, 781, 822, 827, 831, 858
3. recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character’s point-of-view, archetype, and analogy.	TE: 32, 54, 177, 368, 386, 391, 433, 488, 499, 557, 682, 693, 729, 740, 755, 791, 871, 893, 917, 965
4. distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison contrast, description, and sequence.	TE: 364, 384, 405, 415, 417, 423, 482, 486, 499, 506, 588, 596, 642, 648, 833, 841, 942

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<b>Standard 4: Learners demonstrate skills needed to read and respond to literature.</b>	
<b>Benchmark 2: The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.</b>	
The students:	
1. interpret complex connections between characters and events and people and events in their lives.	TE: 29, 109, 112, 118, 219, 229, 307, 323, 324, 403, 423, 497, 506, 561, 594, 697, 712, 753, 768, 772
2. revise interpretations of text based on peer group discussions and personal judgment.	The opportunity to address this objective is available throughout the text. See, for example: TE: 30, 86, 104, 119, 145, 222, 265, 343, 473, 529, 596
3. analyze literature from a variety of perspectives, such as psychological, archetypal, sociological, and formalistic.	This objective is addressed throughout the text. See, for example: TE: 43, 132, 206, 307, 384, 415, 506, 623, 738, 904
4. develop a set of criteria for evaluating literature based on appropriate audience, author intent and authority, and appropriate form.	The opportunity to address this objective is available. See the following: TE: 5, 403, 425, 431, 475, 480, 482, 488, 497, 517, 588, 596, 607, 697, 824, 831, 841, 850, 858