

Alignment to the Colorado Academic Standards for Grades 1-12

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Reading Plus Alignment to the Colorado Academic Standards for Grades 1-12

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Grade 1 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Apply foundational reading strategies to fluently read and comprehend literary texts.

RW.1.2.1.a.i	Use Key Ideas and Details to: Ask and answer questions about key details in a text.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RW.1.2.1.a.ii	Use Key Ideas and Details to: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Standard met	This selection is mainly about a	Use a story map to show the main idea and its supporting details in a selection.
RW.1.2.1.a.iii	Use Key Ideas and Details to: Describe characters, settings, and major events in a story, using key details.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RW.1.2.1.a.iv	Use Key Ideas and Details to: Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text.	Standard met	Reread this part of the selection. What would probably happen if the creatures simply told Odon, "You are not the boss of us"?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
RW.1.2.1.b.ii	Use Craft and Structure to: Explain major differences between books that tell stories and books that give information.	Standard met	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
RW.1.2.1.c.i	Use Integration of Knowledge and Ideas to: Use illustrations and details in a story to describe its characters, setting, or events.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RW.1.2.1.c.ii	Use Integration of Knowledge and Ideas to: Compare and contrast the adventures and experiences of characters in stories.	Standard met	Read these two parts from the selection. Based on these parts, which statement is correct?	How is the life of a character in a selection similar to (or different from) your own life?

Apply foundational reading strategies to fluently read and comprehend informational texts.

RW.1.2.2.a.i	Use Key Ideas and Details to: Ask and answer questions about key details in a text.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
RW.1.2.2.a.ii	Use Key Ideas and Details to: Identify the main topic and retell key details of a text.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
RW.1.2.2.a.iii	Use Key Ideas and Details to: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Standard met	This selection says exercise does something to your brain. What is it?	Create a "chain of events" diagram for a selection.
RW.1.2.2.b.i	Use Craft and Structure to: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Standard met	Based on what you read in the selection, a "green roof" is a roof that	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.1.2.2.b.iii	Use Craft and Structure to: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Standard met	The author of this selection believes people	Choose an image from an non-fiction selection you have read. Create a list of all the information visible in the image that supports the facts presented in the selection.
RW.1.2.2.c.i	Use Integration of Knowledge and Ideas to: Use the illustrations and details in a text to describe its key ideas.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
RW.1.2.2.c.ii	Use Integration of Knowledge and Ideas to: Identify the reasons an author gives to support points in a text.	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?

Refine foundational reading skills through understanding word structure, word relationships, and word families.

RW.1.2.3.d.iii	Read with sufficient accuracy and fluency to support comprehension: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	What does the word “greedy” mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
RW.1.2.3.e.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	What does the word “greedy” mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
RW.1.2.3.f.i	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent.	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
RW.1.2.3.f.ii	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes).	Standard met	From what you have read, which animals look for food at night?	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
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RW.1.2.3.f.iii	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Identify real-life connections between words and their use (for example: note places at home that are cozy).	Standard met	The tone of a selection is the author's attitude toward the topic. Which word best describes the tone of this selection?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

Grade 2 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply specific skills to comprehend and fluently read literary texts.				
RW.2.2.1.a.i	Use Key Ideas and Details to: Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.	Standard met	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.
RW.2.2.1.a.ii	Use Key Ideas and Details to: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Standard met	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
RW.2.2.1.a.iii	Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
RW.2.2.1.a.iv	Use Key Ideas and Details to: Describe how characters in a story respond to major events and challenges.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
RW.2.2.1.b.i	Use Craft and Structure to: Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Standard met	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
RW.2.2.1.b.ii	Use Craft and Structure to: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
RW.2.2.1.b.iv	Use Craft and Structure to: Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.	Standard met	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
RW.2.2.1.c.i	Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply specific skills to comprehend and fluently read informational texts.				
RW.2.2.2.a.i	Use Key Ideas and Details to: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Standard met	Louis Leakey was most impressed with Goodall's	Describe parts of a selection that held important clues to help you understand what was happening.
RW.2.2.2.a.ii	Use Key Ideas and Details to: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Standard partially met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
RW.2.2.2.a.iii	Use Key Ideas and Details to: Summarize the main idea using relevant and significant details in a variety of texts.	Standard met	Someone who "counts their chickens before they hatch" is	Write an email to a friend and describe a selection you read.
RW.2.2.2.a.iv	Use Key Ideas and Details to: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Standard met	Native Americans did not climb to the top of Mount Rainier because	Explain why you agree or disagree with the behavior of a character.
RW.2.2.2.b.iii	Use Craft and Structure to: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Standard met	What is the most likely reason the author ends the selection this way?	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.
RW.2.2.2.c.i	Use Integration of Knowledge and Ideas to: Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text.	Standard met	Look at this image. Based on what you read, this tiger is most likely	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
RW.2.2.2.c.ii	Use Integration of Knowledge and Ideas to: Describe how reasons support specific points the author makes in a text.	Standard met	According to this selection, which of the following is true about plants?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.				
RW.2.2.3.b.iii	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.2.2.3.d.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 2 - Research Inquiry and Design

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.				
RW.2.4.1.d	Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.	Standard met	Look at this image. How is it connected to the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?

Grade 3 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply strategies to fluently read and comprehend various literary texts.				
RW.3.2.1.a.i	Use Key Ideas and Details to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Standard met	To build a successful incubator, you need a	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
RW.3.2.1.a.iii	Use Key Ideas and Details to: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Standard met	This selection is mainly about a	Describe three clues in a selection that helped you determine the main idea of the selection.
RW.3.2.1.a.iv	Use Key Ideas and Details to: Summarize central ideas and important details from a text.	Standard met	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.
RW.3.2.1.a.v	Use Key Ideas and Details to: Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
RW.3.2.1.a.vi	Use Key Ideas and Details to: Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
RW.3.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Standard met	The meeting between Betsy and General Washington happened "by chance." This means it was	Write one paragraph that describes the main information about a selection you read.
RW.3.2.1.b.iii	Use Craft and Structure to: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Standard met	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.
RW.3.2.1.b.iv	Use Craft and Structure to: Distinguish their own point of view from that of the narrator or those of the characters.	Standard met	Which two statements about the boy are correct?	Explain why you agree or disagree with the behavior of a character.
RW.3.2.1.c.i	Use Integration of Knowledge and Ideas to: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting).	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply strategies to fluently read and comprehend various informational texts.				
RW.3.2.2.a.i	Use Key Ideas and Details to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Standard met	Based on what you read in this selection, which two of the following statements are correct?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
RW.3.2.2.a.ii	Use Key Ideas and Details to: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
RW.3.2.2.a.iii	Use Key Ideas and Details to: Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
RW.3.2.2.a.iv	Use Key Ideas and Details to: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Standard met	Which statement best describes the time when Ray was born?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.
RW.3.2.2.b.i	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Standard met	The author of this selection compares the snow piled around a Native American dwelling in the far north to a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
RW.3.2.2.b.iii	Use Craft and Structure to: Distinguish their own point of view from that of the author of a text.	Standard met	Read this excerpt from the selection. Which of the following include the author’s opinion?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?
RW.3.2.2.c.i	Use Integration of Knowledge and Ideas to: Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur).	Standard met	Look at this image. Based on information you learned in this selection, what kind of bike is this?	Can an image help you understand a selection’s main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
RW.3.2.2.c.ii	Use Integration of Knowledge and Ideas to: Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence).	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengh alike?	How is the life of a character in a selection similar to (or different from) your own life?

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

RW.3.2.3.b.iii	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	The meeting between Betsy and General Washington happened “by chance.” This means it was	Write one paragraph that describes the main information about a selection you read.
RW.3.2.3.c.i	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.3.2.3.c.iii	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.	Standard met	Read this part of the selection. Based on how it is used, what does the word “hit” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.3.2.3.c.vi	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Standard met	The author of this selection compares the snow piled around a Native American dwelling in the far north to a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.

Grade 4 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Apply strategies to comprehend and interpret literary texts.

RW.4.2.1.a.i	Use Key Ideas and Details to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	According to the selection, what two things does Midas love more than anything else?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
RW.4.2.1.a.ii	Use Key Ideas and Details to: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
RW.4.2.1.a.iii	Use Key Ideas and Details to: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions).	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
RW.4.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean).	Standard partially met	Read this excerpt from the selection. What does the phrase "mastering the elements" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Apply strategies to comprehend and interpret informational texts.

RW.4.2.2.a.i	Use Key Ideas and Details to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
RW.4.2.2.a.ii	Use Key Ideas and Details to: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Standard met	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
RW.4.2.2.a.iii	Use Key Ideas and Details to: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
RW.4.2.2.b.i	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.4.2.2.b.ii	Use Craft and Structure to: Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Standard met	What is the relationship between the two sentences in this excerpt?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RW.4.2.2.c.i	Use Integration of Knowledge and Ideas to: Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Standard met	Look at this image. Based on what you read in the selection, why is this a risk to humans?	Choose an image from an non-fiction selection you have read. Create a list of all the information visible in the image that supports the facts presented in the selection.

Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

RW.4.2.3.c.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.4.2.3.d.iii	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 5 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply strategies to interpret and analyze various types of literary texts.				
RW.5.2.1.b.i	Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	What does the name “Valhalla” mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
RW.5.2.1.b.ii	Use Key Ideas and Details to: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Standard met	Why were the gods doubtful about agreeing to the stranger’s price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
RW.5.2.1.b.iii	Use Key Ideas and Details to: Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact).	Standard met	Read these two excerpts from the selection. In what way are Nick and the man in the coffee shop alike?	How is the life of a character in a selection similar to (or different from) your own life?
RW.5.2.1.c.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Standard met	Read this excerpt. The man at the ship’s wheel said, “Dead men tell no tales.” What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
RW.5.2.1.c.ii	Use Craft and Structure to: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
RW.5.2.1.c.iv	Use Craft and Structure to: Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme.	Standard met	SADD was originally formed to help students understand the dangers of drunk driving. Which two sentences in this excerpt best explain the change and growth in the ongoing mission of SADD?	Describe an author’s use of symbols in a selection that you have read. Explain what the symbols mean and how they connect to the characters and events in the selection.
RW.5.2.1.d.i	Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	Standard met	What does the animal shown in this picture have to do with the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply strategies to interpret and analyze various types of informational texts.				
RW.5.2.2.a.i	Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard met	The Richter Scale measures	Create a diagram that lists the following information about a selection: Who, What, Where, When, Why, How.
RW.5.2.2.a.ii	Use Key Ideas and Details to: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Standard met	This selection is mainly about Ray Bradbury and his	Describe parts of a selection that held important clues to help you understand what was happening.
RW.5.2.2.a.iii	Use Key Ideas and Details to: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Standard met	According to the selection, if the silver ant takes longer than ten minutes to search for food, it will	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.
RW.5.2.2.b.i	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.5.2.2.c.ii	Use Integration of Knowledge and Ideas to: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Standard met	This excerpt explains that some scientists think the Great Sphinx at Giza is older than both Kings Khufu and Khafre. Choose the sentence that gives evidence to support this.	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
RW.5.2.2.c.iii	Use Integration of Knowledge and Ideas to: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Standard met	Three of the following describe reasons why people chose to travel to the West. Which one of the following was NOT a reason?	After reading a non-fiction selection, group facts from the selection under appropriate headings.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.				
RW.5.2.3.b.iii	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?
RW.5.2.3.d.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
RW.5.2.3.g	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
RW.5.2.3.i.i	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
RW.5.2.3.i.iii	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 6 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Analyze literary elements within different types of literature to make meaning.				
RW.6.2.1.a.i	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
RW.6.2.1.a.ii	Use Key Ideas and Details to: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
RW.6.2.1.a.iii	Use Key Ideas and Details to: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Standard met	Why is Dr. Jacobs skeptical that the dying dog is Jeff?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
RW.6.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Standard met	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RW.6.2.1.b.ii	Use Craft and Structure to: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Standard met	The narrator of this selection is a	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RW.6.2.1.c.ii	Use Integration of Knowledge and Ideas to: Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
Analyze organization and structure of informational text to make meaning.				
RW.6.2.2.a.i	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Read this excerpt from the selection. This example of a shoe fad shows that	Explain how prior knowledge helped you infer information from a selection.
RW.6.2.2.a.ii	Use Key Ideas and Details to: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.6.2.2.a.iii	Use Key Ideas and Details to: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes).	Standard met	This selection is mainly about astronomers and	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
RW.6.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
RW.6.2.2.b.iii	Use Craft and Structure to: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Standard met	At the end of the selection, what does the author feel is a practical reaction to a strong kudzu invasion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
RW.6.2.2.c.i	Use Integration of Knowledge and Ideas to: Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Standard met	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.

Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

RW.6.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RW.6.2.3.a.iv	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
RW.6.2.3.b.i	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (for example: personification) in context.	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

Grade 6 - Research Inquiry and Design

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.				
RW.6.4.1.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.				
RW.10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Grade 7 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Analyze the connections between interrelated literary elements to understand literary texts.				
RW.7.2.1.a.i	Use Key Ideas and Details to: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Based on the selection, which two factors helped the kidnapper get away with Buck undetected?	List two to four supporting characters in a selection and explain their relationship to the selection's main protagonist.
RW.7.2.1.a.ii	Use Key Ideas and Details to: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
RW.7.2.1.a.iii	Use Key Ideas and Details to: Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot).	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
RW.7.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Standard met	In this excerpt, when Mr. Matas uses the phrase "withered plants," he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
RW.7.2.1.b.iii	Use Craft and Structure to: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Standard met	The author mentions that Olivia changed her style of dress to show that she	Write a paragraph about a selection that changed your opinion about a person, topic, or event.
Summarize and evaluate to show understanding of informational texts.				
RW.7.2.2.a.i	Use Key Ideas and Details to: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
RW.7.2.2.a.ii	Use Key Ideas and Details to: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RW.7.2.2.a.iii	Use Key Ideas and Details to: Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events).	Standard met	The Ice Palace mentioned in this selection does not allow visitors because	Describe the cause and effect relationship in a selection you read.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.7.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.7.2.2.b.ii	Use Craft and Structure to: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author’s use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
RW.7.2.2.b.iii	Use Craft and Structure to: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
RW.7.2.2.c.ii	Use Integration of Knowledge and Ideas to: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Standard met	Based on this excerpt, what does the author do to present an unbiased opinion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.

Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

RW.7.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
RW.7.2.3.b.ii	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words.	Standard met	In this excerpt, what is the meaning of the word “cropping”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 8 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Analyze and evaluate literary elements and an author’s choices to understand literary text.

RW.8.2.1.a.i	Use Key Ideas and Details to: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Choose the sentence in this excerpt that explains why the damage to the “Scotia” made big news.	What text clues in a selection led you to conclude that a character was good or evil?
RW.8.2.1.a.ii	Use Key Ideas and Details to: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
RW.8.2.1.a.iii	Use Key Ideas and Details to: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Standard met	How could Steve’s case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.
RW.8.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Standard met	In this excerpt, what does the banquet guest mean when he says, “It was food and drink to me to look, and look, and look at that idol”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.

Analyze and evaluate an author’s choices to understand informational text.

RW.8.2.2.a.ii	Use Key Ideas and Details to: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin’s work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RW.8.2.2.a.iii	Use Key Ideas and Details to: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories).	Standard met	Esperanza and Cisneros are alike in that they both	Describe a character with whom you empathize, and explain why you feel this way.
RW.8.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Standard met	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.8.2.2.b.ii	Use Craft and Structure to: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RW.8.2.2.b.iii	Use Craft and Structure to: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
RW.8.2.2.c.ii	Use Integration of Knowledge and Ideas to: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Standard met	Choose the sentence in this excerpt that states the author’s opinion.	Use the Internet and other research tools to find evidence that refutes an idea, belief, or theme presented in a selection.

Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

RW.8.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
RW.8.2.3.b.i	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (for example: verbal irony, puns) in context.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
RW.8.2.3.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 9 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.				
RW.9-10.2.1.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	The Baroness and her guests said both the howling wolves and the falling trees were due to	Write three questions about a selection that will require additional research or fact-checking to answer them. Provide the answers to these questions.
RW.9-10.2.1.a.ii	Use Key Ideas and Details to: 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.	Standard met	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
RW.9-10.2.1.a.iii	Use Key Ideas and Details to: Analyze how complex characters (for example: 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.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.
RW.9-10.2.1.b.i	Use Craft and Structure to: 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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone).	Standard met	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
RW.9-10.2.1.b.ii	Use Craft and Structure to: Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise.	Standard met	What significance does this item have in the selection?	Describe how images used in a text added to the mood or overall understanding of the text. Use images and details from a selection you have read to illustrate and explain your answer.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Understand the logical progression of ideas in increasingly complex texts.				
RW.9-10.2.2.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.
RW.9-10.2.2.a.ii	Use Key Ideas and Details to: 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.	Standard met	Why did people think it would be too difficult to build the original Bay Bridge?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RW.9-10.2.2.a.iii	Use Key Ideas and Details to: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Standard met	Put the following settings in order from first to last as they appear in the selection.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
RW.9-10.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper).	Standard met	Which sentence helps to explain the meaning of the word "empathy"?	Explain how the context of a selection helped you to understand a word or phrase you did not know.
RW.9-10.2.2.b.ii	Use Craft and Structure to: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter).	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
RW.9-10.2.2.b.iii	Use Craft and Structure to: 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.	Standard met	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.				
RW.9-10.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Which sentence helps to explain the meaning of the word "empathy"?	Explain how the context of a selection helped you to understand a word or phrase you did not know.

Grade 10 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.				
RW.9-10.2.1.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
RW.9-10.2.1.a.ii	Use Key Ideas and Details to: 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.	Standard met	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
RW.9-10.2.1.a.iii	Use Key Ideas and Details to: Analyze how complex characters (for example: 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.	Standard met	Based on what you have read, what could have happened if Jason had complained about being partnered with Skylar?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
RW.9-10.2.1.b.i	Use Craft and Structure to: 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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone).	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Understand the logical progression of ideas in increasingly complex texts.

RW.9-10.2.2.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
RW.9-10.2.2.a.ii	Use Key Ideas and Details to: 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.	Standard met	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
RW.9-10.2.2.b.ii	Use Craft and Structure to: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter).	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
RW.9-10.2.2.b.iii	Use Craft and Structure to: 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.	Standard met	In this excerpt, the author includes the quote from Carroll’s “High-Tech Trash” article most likely to	Describe how the author of an argument tries to prove that he or she is right.
RW.9-10.2.2.c.ii	Use Integration of Knowledge and Ideas to: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Standard met	In this excerpt, the author includes the quote from Carroll’s “High-Tech Trash” article most likely to	Describe how the author of an argument tries to prove that he or she is right.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.				
RW.9-10.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
RW.9-10.2.3.a.iv	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

Grade 10 - Research Inquiry and Design

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

RW.9-10.4.1.a	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
RW.9-10.4.1.b	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Standard met	America's dependence on foreign energy sources	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.

Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

RW.10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
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Grade 11 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Interpret and evaluate complex literature using various critical reading strategies.				
RW.11-12.2.1.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Standard met	Why did Sam’s mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
RW.11-12.2.1.a.ii	Use Key Ideas and Details to: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
RW.11-12.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Standard met	In this excerpt, what does the author mean by the phrase, “a morning star of hope”?	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RW.11-12.2.1.b.iii	Use Craft and Structure to: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement).	Standard met	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, “But not knowing what the trouble was, I couldn’t help him” is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection’s ideas or themes.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Interpret and evaluate complex informational texts using various critical reading strategies.				
RW.11-12.2.2.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection’s main idea, characters, and supporting details, and how these three areas intersect.
RW.11-12.2.2.a.ii	Use Key Ideas and Details to: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Standard met	What are two distinctive features of the horseshoe crab’s anatomy?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
RW.11-12.2.2.a.iii	Use Key Ideas and Details to: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection’s main idea, characters, and supporting details, and how these three areas intersect.
RW.11-12.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines „úfaction,À in Federalist No. 10).	Standard met	In this excerpt, what is the meaning of the word “permeation”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
RW.11-12.2.2.b.ii	Use Craft and Structure to: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Standard met	Irony occurs when words are used to convey a meaning that is the opposite their usual meaning. What is ironic about this part of the essay?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
RW.11-12.2.2.b.iii	Use Craft and Structure to: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Standard met	Why does Morley list the names of the books he purchased on Fifty-ninth Street in this essay?	How effective were the words and writing style used by the author of a selection? Explain why.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Understand how language influences the comprehension of narrative, argumentative, and informational texts.				
RW.11-12.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	In this excerpt, what is the meaning of the word "permeation"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
RW.11-12.2.3.b.i	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
RW.11-12.2.3.c	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word "permeation"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.

Grade 11 - Research Inquiry and Design

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.				
RW.11-12.4.1.c	Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.	Standard met	How does the author substantiate the success of Title IX?	Think about how an author’s bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author’s bias has caused him or her to make a false claim.

Grade 12 - Reading for All Purposes

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Interpret and evaluate complex literature using various critical reading strategies.				
RW.11-12.2.1.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Standard met	What about Jean-Victor strikes Hardimont as “startling”?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
RW.11-12.2.1.a.ii	Use Key Ideas and Details to: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.
RW.11-12.2.1.a.iii	Use Key Ideas and Details to: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed).	Standard met	Read this excerpt. What two things does it tell you about the captain’s perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection’s main idea and characters if information about these text elements was not directly stated.
RW.11-12.2.1.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Standard met	Based upon the following excerpt, the word “betokening” most closely means	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
RW.11-12.2.1.b.ii	Use Craft and Structure to: Analyze how an author’s choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Standard met	A motif is a recurring story element that has symbolic importance. A repeated motif is often used to set a story’s mood or tone. What is one motif in this selection?	Explain why an author chose to organize a selection’s plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
RW.11-12.2.1.b.iii	Use Craft and Structure to: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement).	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent’s face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Interpret and evaluate complex informational texts using various critical reading strategies.				
RW.11-12.2.2.a.i	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Standard met	In the end, the Harlem Renaissance gave African Americans a sense of	Do people learn by studying the past? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
RW.11-12.2.2.a.ii	Use Key Ideas and Details to: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
RW.11-12.2.2.a.iii	Use Key Ideas and Details to: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Standard met	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
RW.11-12.2.2.a.v	Use Key Ideas and Details to: Predict the impact an informational text will have on an audience and justify the prediction.	Standard met	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
RW.11-12.2.2.b.i	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines „fáction,“ in Federalist No. 10).	Standard met	What did writer Adam Gopnik mean when he described Central Park as “a stage set”?	Choose an essay or speech you have read and describe how the author's use of figurative language helped to make the essay or speech effective and/or meaningful. Use details from the selection to explain and support your answer.
RW.11-12.2.2.b.ii	Use Craft and Structure to: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
RW.11-12.2.2.b.iii	Use Craft and Structure to: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Standard met	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RW.11-12.2.2.c.i	Use Integration of Knowledge and Ideas to: Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem.	Standard met	The International Space Station captured this image of the aurora australis streaming over the Antarctic. Due to the predominance of green light, which type of emission generated the aurora seen in this image?	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.
RW.11-12.2.2.c.iii	Use Integration of Knowledge and Ideas to: Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade.	Standard met	How do these two excerpts work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Understand how language influences the comprehension of narrative, argumentative, and informational texts.

RW.11-12.2.3.a.i	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Standard met	Based upon the following excerpt, the word “betokening” most closely means	Explain how a character’s actions or attitude can change the meaning of a word or phrase.
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