

# Alignment to the Indiana Academic Standards for Grades 1-12



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

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## Grade 1 - Media Literacy

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Media Literacy

Standard	Expectation	Alignment	Reading Stem	Writing Prompt
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	Standard met	The author says tug of war is a game of	Give two examples of how an author described a person, animal, or object by saying it was like something else.

## Grade 1 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

1.RL.2.1	Ask and answer questions about main idea and 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?
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	Standard met	What is the main lesson of this selection?	Using no more than 20 words, write a summary of a narrative selection you read. For example, if you read <i>The Three Bears</i> , you would write: bears come home, find broken chairs, see missing porridge, discover sleeping girl.
1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1.RL.2.4	Make and confirm predictions about what will happen next in a story.	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.

### Synthesis and Connection of Ideas

1.RL.4.1	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?
1.RL.4.2	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?

## Grade 1 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of 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?
1.RN.2.2	Retell main ideas and 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.
1.RN.2.3	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.
<b>Synthesis and Connection of Ideas</b>				
1.RN.4.1	Identify the reasons the 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?

## Grade 1 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Vocabulary Building</b>				
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).	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.
<b>Vocabulary in Literature and Nonfiction Texts</b>				
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	Standard met	Read this sentence from the selection. What does this sentence tell you about the jar?	Give an example of how an author helps you form a picture in your mind about what you are reading.
1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction 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.

## Grade 2 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

2.RL.2.1	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	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?
2.RL.2.2	Recount the beginning, middle, and ending of 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?
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the 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.
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	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.

### Structural Elements and Organization

2.RL.3.1	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.
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### Synthesis and Connection of Ideas

2.RL.4.1	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.
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## Grade 2 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
2.RN.2.1	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	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.
2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Standard partially met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure 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.
<b>Structural Elements and Organization</b>				
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	Standard met	How does the author organize the information in this selection?	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.
2.RN.3.3	Identify what the author wants to answer, explain, or describe in the text.	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.
<b>Synthesis and Connection of Ideas</b>				
2.RN.4.1	Describe how an author uses facts to support specific points in a text.	Standard met	How does sharing a ride to school help the environment?	Tell how two (or more) facts from a selection led you to answer a question about the selection.

## Grade 2 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Vocabulary Building

2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	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.
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	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.

### Vocabulary in Literature and Nonfiction Texts

2.RV.3.1	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide 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.
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## Grade 3 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
3.RL.2.1	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.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	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.
<b>Structural Elements and Organization</b>				
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; 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.
3.RL.3.2	Distinguish personal 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.
<b>Synthesis and Connection of Ideas</b>				
3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., 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.

## Grade 3 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
3.RN.2.1	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.
3.RN.2.2	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.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	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.
<b>Structural Elements and Organization</b>				
3.RN.3.3	Distinguish one's own perspective from that of the author of the 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?
<b>Synthesis and Connection of Ideas</b>				
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Standard met	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.

## Grade 3 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Vocabulary Building

3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	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.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	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.

## Vocabulary in Literature and Nonfiction Texts

3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	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.
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade 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: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
4.RL.2.1	Refer to details and examples in a text when explaining what a 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.
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	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.
<b>Synthesis and Connection of Ideas</b>				
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	Standard met	Look at this map. Based on what you read in the selection, the map shows where	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.

## Grade 4 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Key Ideas and Textual Support</b>				
4.RN.2.1	Refer to details and examples in a text when explaining what a 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.
4.RN.2.2	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?
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, 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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Structural Elements and Organization**

4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	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?
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) 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.

**Grade 4 - Reading: Vocabulary**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Vocabulary Building**

4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	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.
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	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.

**Vocabulary in Literature and Nonfiction Texts**

4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Standard 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.
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade 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.

## Grade 5 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

5.RL.2.1	Quote accurately from a text when explaining what a 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?
5.RL.2.2	Determine the theme of a story, play, or poem from details in the text, including how characters 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.
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Standard met	How does Nicki's mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?

### Structural Elements and Organization

5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, 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.
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## Grade 5 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

5.RN.2.1	Quote accurately from a text when explaining what a 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.
5.RN.2.2	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.
5.RN.2.3	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.

## Synthesis and Connection of Ideas

5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	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.
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## Grade 5 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Vocabulary Building

5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	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.
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	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.

### Vocabulary in Literature and Nonfiction Texts

5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	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.
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	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: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

6.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	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.
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	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.
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and 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.

## Structural Elements and Organization

6.RL.3.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	Standard met	What does Alice's decision to jump into the rabbit-hole tell about her character?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	Standard met	In this excerpt, the tone of Bianchi's remark could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.

## Synthesis and Connection of Ideas

6.RL.4.2	Compare and contrast works of literature in different forms or genres (e.g., 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.
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## Grade 6 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

6.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.	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.
6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	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.
6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., 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.

### Structural Elements and Organization

6.RN.3.3	Determine an author's perspective 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.
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### Synthesis and Connection of Ideas

6.RN.4.2	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate 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.
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## Grade 6 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Vocabulary Building

6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary in Literature and Nonfiction Texts

6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, 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.
6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction 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.
6.RV.3.3	Interpret figures of speech (e.g., 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 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

6.W.5.1b	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple sources, and annotate 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.
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## Grade 7 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

7.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	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.
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	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.
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., 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.

## Structural Elements and Organization

7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	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.
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## Grade 7 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

7.RN.2.1	Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, 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.
7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., 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

**Structural Elements and Organization**

7.RN.3.2	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.
7.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions 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.

**Synthesis and Connection of Ideas**

7.RN.4.1	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, noting instances of bias and stereotyping.	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.
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**Grade 7 - Reading: Vocabulary**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Vocabulary Building**

7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
7.RV.2.2	Use the relationship between particular words (e.g., 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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary in Literature and Nonfiction Texts

7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on or within a story, poem, or play.	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.
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction 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.

## Grade 8 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

8.RL.2.1	Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.	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?
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	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.
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature 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.

## Grade 8 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, 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.
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Structural Elements and Organization**

8.RN.3.2	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.
8.RN.3.3	Determine an author's perspective 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.

**Synthesis and Connection of Ideas**

8.RN.4.1	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.
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**Grade 8 - Reading: Vocabulary**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Learning Outcome**

8.RV.1.1	Acquire and use accurately grade-appropriate general academic and content-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.
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**Vocabulary Building**

8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary in Literature and Nonfiction Texts

8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, 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.
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction 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.
8.RV.3.3	Interpret figures of speech (e.g., 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.

## Grade 9 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	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.
9-10.RL.2.2	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.	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.
9-10.RL.2.3	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	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.

### Structural Elements and Organization

9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	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.
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## Grade 9 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	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.
9-10.RN.2.3	Analyze a series of ideas or events, including the order in which the points are made 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.

### Structural Elements and Organization

9-10.RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective 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.

## Grade 9 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Vocabulary Building</b>				
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
<b>Vocabulary in Literature and Nonfiction Texts</b>				
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	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: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

9-10.RL.2.1	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	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.
9-10.RL.2.3	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	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.

## Grade 10 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

9-10.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	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.
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## Structural Elements and Organization

9-10.RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective 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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Synthesis and Connection of Ideas

9-10.RN.4.1	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.
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Grade 10 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary Building

9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
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Grade 10 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

9-10.W.5.1a	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Formulate an inquiry question, and refine and narrow the focus as research evolves.	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.
9-10.W.5.1b	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	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.

## Grade 11 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

11-12.RL.2.1	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence 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.
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### Structural Elements and Organization

11-12.RL.3.2	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.	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.
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## Grade 11 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Key Ideas and Textual Support

11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.	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.
11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, individuals develop throughout 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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Structural Elements and Organization**

11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.	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.
11-12.RN.3.3	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness 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.

**Grade 11 - Reading: Vocabulary**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

**Learning Outcome**

11-12.RV.1.1	Acquire and accurately use academic and content-specific words and phrases 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.
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**Vocabulary Building**

11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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.
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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary in Literature and Nonfiction Texts

11-12.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Standard met	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...") based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
11-12.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	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.
11-12.RV.3.3	Interpret figures of speech 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.

Key Ideas and Textual Support

11-12.RL.2.1	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence 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?
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## Grade 12 - Reading: Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

11-12.RL.2.3	Analyze how the author's choices impact character development over the course of a text (e.g., 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.
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## Structural Elements and Organization

11-12.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.	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?
11-12.RL.3.2	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.	Standard met	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.

## Synthesis and Connection of Ideas

11-12.RL.4.2	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	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.
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## Grade 12 - Reading: Nonfiction

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

## Key Ideas and Textual Support

11-12.RN.2.1	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.	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.
11-12.RN.2.2	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.	Standard met	Choose the sentence in this excerpt that best summarizes President Kennedy's desire to bring the United States to global prominence in a peaceful way?	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.
11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, individuals develop throughout 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.

## Structural Elements and Organization

11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.	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.
11-12.RN.3.3	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness 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

Synthesis and Connection of Ideas

11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	Standard met	The author describes junk food makers as innovative. Which sentence supports that claim?	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.
11-12.RN.4.2	Synthesize and evaluate multiple sources of information presented in different mediums 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.
11-12.RN.4.3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	Standard met	How do these two excerpts work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 12 - Reading: Vocabulary

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary Building

11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	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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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary in Literature and Nonfiction Texts

11-12.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	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.
11-12.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	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.

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