

Alignment to the Kentucky Academic Standards for Grades 1-12



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

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Grade 1 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
Craft and Structure				
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	Standard met	A narrator is someone who tells a story. Who is the narrator of this 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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	Read these two sentences from the selection. The second sentence	Select two Non-fiction texts that use different types of text structure to present information. Explain why the author's of each selection would chose one kind of structure rather than the other.

Grade 1 - Reading Foundational Skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
RF.1.4c	Read fluently (accuracy, speed and prosody) on grade-level 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.

Grade 1 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea 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.
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of 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.
Range of Reading and Level of Text Complexity				
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Standard met	Read this part from the selection. What is the most likely reason this kind of unicycle is called a “giraffe”?	Find examples in five selections of words that describe things you can hear, see, or touch.
Craft and Structure				
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level 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.
RI.1.6	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 a 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.
Integration of Knowledge and Ideas				
RI.1.7	Use the visuals 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?
RI.1.8	Identify the claim and the reasons an author gives to support the claim 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 Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	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.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/ or moral.	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.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
Range of Reading and Level of Text Complexity				
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	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.
Craft and Structure				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	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.
Integration of Knowledge and Ideas				
RL.1.7	Use a story’s illustrations and details to describe its characters, setting and events.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
RL.1.9	Compare/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 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.1.4a	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.
L.1.5a	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories to classify relationships and 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.
L.1.5b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Define words by category and by one or more key attributes (e.g., 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.

Grade 2 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the 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?
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the 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?
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of 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.
Range of Reading and Level of Text Complexity				
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.	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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a 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.

Grade 2 - Reading Foundational Skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
RF.2.4c	Read fluently (accuracy, speed and prosody) on grade-level 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.

Grade 2 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the 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.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of 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.
Craft and Structure				
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Standard partially 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.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of 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.
Integration of Knowledge and Ideas				
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the 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.
RI.2.8	Describe how reasons support specific claims 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.

Grade 2 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the 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?
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	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?
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	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.
Craft and Structure				
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape 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.
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	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.
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	Standard met	In what way are the bear, the fox, and the wolf alike?	How is the life of a character in a selection similar to (or different from) your own life?
Integration of Knowledge and Ideas				
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and 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.

Grade 2 - Interdisciplinary Literacy Practices

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Utilize receptive and expressive language arts to better understand self, others and the world.				
4	Utilize receptive and expressive language arts to better understand self, others and the world.	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.

Grade 2 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.2.4a	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.
L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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 3 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	The word “bias” means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	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?
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.

Grade 3 - Reading Foundational Skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
RF.3.4c	Read fluently (accuracy, speed and prosody) on grade-level 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.

Grade 3 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	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.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Standard met	Why do people in China ask, “Have you had your rice today?”	Did the title of this selection provide you with clues about the selection’s main idea? Why or why not?
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	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.
Craft and Structure				
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	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.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style 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?
Integration of Knowledge and Ideas				
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.

Grade 3 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Standard met	Which character changes the most, and in what way does the character change?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	Standard met	The change in mood from the first excerpt to the second can best be described as going from	How is the life of a character in a selection similar to (or different from) your own life?
Craft and Structure				
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	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.
RL.3.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Standard met	Which two statements about the boy are correct?	Explain why you agree or disagree with the behavior of a character.
Integration of Knowledge and Ideas				
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	Standard met	Look at this image. How is this object connected to the selection?	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 3 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
Vocabulary Acquisition and Use				
L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 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 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.
L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	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 4 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn 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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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?
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	Standard met	Why is Keneu so easily tricked?	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.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	Three of these statements about Sputnik and Hubble are correct. Which one is not correct?	Compare and contrast the biographies of two people in the same field (medicine, sports, music, science, etc.). Use details from two selections you have read.

Grade 4 - Reading Standards for Informational Texts

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.4.1	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.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Standard met	Reread these two excerpts. The Nazca lines are amazing examples of human skill and effort for which two main reasons?	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a 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.
Craft and Structure				
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	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.
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	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.
Integration of Knowledge and Ideas				
RI.4.7	Interpret information presented in print and non-print formats 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 a 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.

Grade 4 - Reading Literature Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.4.1	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.
RL.4.3	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Standard met	A philosopher is someone who offers thoughts on very deep and important matters. Mattie wanted to be remembered as a "philosopher who played." Based on what you have read, what is the most likely meaning of this phrase?	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.
Craft and Structure				
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	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.

Grade 4 - Interdisciplinary Literacy Practices

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Utilize receptive and expressive language arts to better understand self, others and the world.				
4	Utilize receptive and expressive language arts to better understand self, others and the world.	Standard met	The tone of a text is the author's attitude toward the topic. Which of the following best describe the tone of this selection?	Give examples of selections that did the following: made you laugh, taught you something new, changed your opinion about something, made you want to try to do something new.

Grade 4 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	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.
Vocabulary Acquisition and Use				
L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
L.4.5c	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.	Standard met	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like 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 5 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn 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?
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	Standard met	This selection is mostly about a young girl who	Use a graphic organizer to show the relative importance of information in a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard partially 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?
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this part from the selection. Why does the author include the words “click, click, click”?	Write a letter to the author of a selection you really enjoyed. Suggests ideas for similar selections the the author should write.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	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?
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	Standard met	What is the author’s opinion of the first African American professional basketball players?	Do you like to read selections in which the author lets you know his or her feelings? Would you rather read a selection that simply provides facts? Describe a selection you liked because the author did or did not show personal feelings.

Grade 5 - Reading Foundational Skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
RF.5.4c	Read fluently (accuracy, speed and prosody) on grade-level texts 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?

Grade 5 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.5.1	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.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Standard met	Based on what you read in this selection, which is correct?	Describe the clues in a selection that helped you determine the selection's main idea.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a 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.
Craft and Structure				
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	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.
Integration of Knowledge and Ideas				
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(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.

Grade 5 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.5.1	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?
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	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?
Craft and Structure				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	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.

Grade 5 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.	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.
L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
L.5.5a	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.
L.5.5c	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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 and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection’s beginning, middle, and end.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	The word “bias” means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	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?
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	Standard met	Which statement from the selection supports the author’s claim that sometimes a wildfire can be helpful?	Write three “why” questions about a selection and provide evidence from the text on how those questions should be answered.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.

Grade 6 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.6.1	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.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	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.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	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.
Craft and Structure				
RI.6.4	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 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.
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a 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.
Integration of Knowledge and Ideas				
RI.6.7	Integrate information presented in print and non-print formats 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.

Grade 6 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.6.1	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.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	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.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine 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.
Craft and Structure				
RL.6.4	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.
RL.6.5	Analyze how a particular sentence, paragraph, 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?
Integration of Knowledge and Ideas				
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	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.

Grade 6 - Employ, develop and refine schema to understand and create text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Employ, develop and refine schema to understand and create text.				
2	Employ, develop and refine schema to understand and create text.	Standard met	How would this image have looked different 250 million years ago?	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.

Grade 6 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Research to Build and Present Knowledge				
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	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.
Research to Build & Present Knowledge				
C.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.	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 6 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
Vocabulary Acquisition and Use				
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	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.
L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
L.6.5a	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to 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 7 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions 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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Which quote represents an important change in the plot?	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	Which quote represents an important change in the plot?	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.
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	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.

Grade 7 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.7.1	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.
RI.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	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.
Craft and Structure				
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices 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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different 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.
RI.7.6	Determine an author's perspective and 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.
Integration of Knowledge and Ideas				
RI.7.8	Identify 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.

Grade 7 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.7.1	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.
RL.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Standard met	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
Craft and Structure				
RL.7.4	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 on a passage.	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.
RL.7.6	Analyze how an author develops and contrasts the perspective 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.

Grade 7 - Interdisciplinary Literacy Practices

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Utilize receptive and expressive language arts to better understand self, others and the world.				
4	Utilize receptive and expressive language arts to better understand self, others and the world.	Standard met	This excerpt shows that Brooks was a person who	Describe a character with whom you empathize, and explain why you feel this way.

Grade 7 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	In this excerpt, the author creates a mood of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.
Vocabulary Acquisition and Use				
L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
L.7.5b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Use the relationship between particular words to improve understanding.	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 and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from 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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	In the years ahead, what will probably happen to the rest of the art treasures lost or stolen during the war?	Based on the selection's conclusion, what other sequence of events could have generated the same outcome? Demonstrate how these interactions, while different from the author's original plan, make the same conclusion feasible.
Range of Reading and Level of Text Complexity				
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.	Standard met	If you took a tour of the section of the abbey with the seven rooms, you would see	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	The author's purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	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.

Grade 8 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	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.
Range of Reading and Level of Text Complexity				
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	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.
Craft and Structure				
RI.8.4	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.	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.
RI.8.5	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.
RI.8.6	Determine an author's perspective and 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.
Integration of Knowledge and Ideas				
RI.8.8	Identify 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.

Grade 8 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.8.1	Cite relevant textual evidence to support 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?
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	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.
RL.8.3	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.
Craft and Structure				
RL.8.4	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 but not limited to 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.

Grade 8 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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.
L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 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.
L.8.5a	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to irony, 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 and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions 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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	Standard met	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a 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.
Range of Reading and Level of Text Complexity				
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.	Standard met	This selection is best described as	Choose one fiction and one non-fiction text that are on the same topic (such as a historical event, or the life of an influential person). Describe how the two different genres relay the same information and how the structure of each genre affects the understanding of the information.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	Standard met	Read this excerpt from the selection. The author's description of the setting gives the story a feeling of	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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.
Integration of Knowledge and Ideas				
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 9 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.9-10.1	Cite relevant 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.
RI.9-10.2	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, 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.
Craft and Structure				
RI.9-10.4	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.	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.
RI.9-10.5	Analyze in detail 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.
RI.9-10.6	Determine an author's point of view, perspective and 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.

Grade 9 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.9-10.1	Cite relevant 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.
RL.9-10.2	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.	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.
RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	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.
Range of Reading and Level of Text Complexity				
RL.9-10.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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.
Craft and Structure				
RL.9-10.4	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.	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.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time 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.

Grade 9 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Knowledge of Language

L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	This selection is best described as	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.
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Vocabulary Acquisition and Use

L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.
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Grade 10 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	The word "bias" means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	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?
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	Standard met	Which statement from the selection supports the author's claim that sometimes a wildfire can be helpful?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.

Grade 10 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.9-10.1	Cite relevant 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.
RI.9-10.2	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	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.
Craft and Structure				
RI.9-10.5	Analyze in detail 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.
RI.9-10.6	Determine an author's point of view, perspective and 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.
Integration of Knowledge and Ideas				
RI.9-10.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; 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.

Grade 10 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.9-10.1	Cite relevant 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.
RL.9-10.2	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.	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.
RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	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.
Craft and Structure				
RL.9-10.4	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.	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 - Employ, develop and refine schema to understand and create text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Employ, develop and refine schema to understand and create text.				
2	Employ, develop and refine schema to understand and create text.	Standard met	How would this image have looked different 250 million years ago?	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.

Grade 10 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Research to Build and Present Knowledge				
C.9-10.5	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.
C.9-10.6	Gather relevant information from multiple authoritative print and digital 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.
Research to Build & Present Knowledge				
C.5	Students will conduct short as well as more sustained research projects based on focused questions, 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.
C.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.	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 10 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Knowledge of Language

L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	The tone of this selection is best described as	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
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Vocabulary Acquisition and Use

L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.	Standard met	Read this sentence from the selection. Which of the following words most closely means "noticeable"?	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.
L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Use context (e.g., 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.

Grade 11 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from 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.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a 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.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	Standard met	Why does the author use the images of "dancing" and "moonlight" in the selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	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.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Standard met	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 11 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.
RI.11-12.2	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 produce a complex account.	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.
RI.11-12.3	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.
Craft and Structure				
RI.11-12.4	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.	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.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	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.
RI.11-12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness 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.
Integration of Knowledge and Ideas				
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	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 11 - Reading Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
RL.11-12.2	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.	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.
Craft and Structure				
RL.11-12.4	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 and on the text as a whole.	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.
RL.11-12.6	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and 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.

Grade 11 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Knowledge of Language				
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Standard met	The genre of this selection is best described as	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.
Vocabulary Acquisition and Use				
L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., 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, "a morning star of hope"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. 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.
L.11-12.5a	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.	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.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	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 12 - Reading Literature and Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	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?
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from 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.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Standard met	The author of this selection used the four men in the dinghy to represent different groups that make up a larger society: leaders, followers, decent working men, and philosophical men. Which of the following represented the decent working man?	Think about a fictional character who does not change in any way over the course of a text. Explain what the purpose of such a character might be. Use details from a selection you have read, as well as your reasoning skills, to support your answer.
Craft and Structure				
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	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?
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	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.
Integration of Knowledge and Ideas				
R.8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.	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.

Grade 12 - Reading Standards for Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RI.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	The first documented use of a postal system was in	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.
RI.11-12.2	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 produce a complex account.	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.
RI.11-12.3	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.
Range of Reading and Level of Text Complexity				
RI.11-12.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	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.
Craft and Structure				
RI.11-12.4	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.	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.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
RI.11-12.6	Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	Standard met	What did Qian mean when he said this?	Imagine you want to make a documentary about a non-fiction selection you read. Describe the steps you would need to take to make your documentary as accurate and unbiased as possible.
Integration of Knowledge and Ideas				
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats 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.
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	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.
RI.11-12.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	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 Standards for Literature

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details				
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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?
RL.11-12.2	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.	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.
RL.11-12.3	Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.	Standard met	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.
Craft and Structure				
RL.11-12.4	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 and on the text as a whole.	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.
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text 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?
RL.11-12.6	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and 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.

Grade 12 - Recognize that text is anything that communicates a message.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Recognize that text is anything that communicates a message.				
1	Recognize that text is anything that communicates a message.	Standard met	The purpose of these two excerpts is to	Classify the kinds of characters in a fictional narrative selection (narrator, protagonist, antagonist, anti-hero, foil, symbolic, etc.) and describe their functions. Use details from a selection you have read to illustrate and explain your classifications.

Grade 12 - Language

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary Acquisition and Use

L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., 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	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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