

# Alignment to the Missouri Learning Standards for Grades 1-12



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# Reading Plus Alignment to the Missouri Learning Standards for Grades 1-12

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## Grade 1 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills to the reading process.

1.R.1.A.a	Comprehension predicting what will happen next using prior knowledge	Standard met	Reread this part of the selection. What would probably happen if the creatures simply told Odon, "You are not the boss of us"?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
1.R.1.A.b	Comprehension asking and responding to relevant questions	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1.R.1.A.c	Comprehension seeking clarification and locating facts and details about stories and other texts	Standard met	According to this selection, what is the definition of wind?	List four important facts you learned from an Non-fiction selection a write a summary of those facts.
1.R.1.A.d	Comprehension retelling main ideas in sequence including key details	Standard met	According to this selection, a cake mix is helpful because it	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
1.R.1.A.e	Comprehension recognizing beginning, middle, and end	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
1.R.1.B.e	Vocabulary determining what words mean from how they are used in context of a sentence either heard or read	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.
1.R.1.B.f	Vocabulary sorting words into conceptual categories	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

1.R.2.A.a	Fiction describe characters, setting, problem, solution, and events in logical sequences	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
1.R.2.A.b	Fiction describe the main idea of a story	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
1.R.2.A.e	Fiction explain the actions of the main character and the reasons for those actions	Standard met	Reread this part of the selection. What would probably happen if the creatures simply told Odon, "You are not the boss of us"?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
1.R.2.A.f	Fiction identify who is telling the story	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.
1.R.2.A.g	Fiction compare and contrast 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?

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

1.R.3.B.a	Literary Techniques distinguish between fiction and nonfiction	Standard met	Based on what you read, which two of the following statements are correct?	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.
1.R.3.C.a	Text Structures ask and answer questions to clarify meaning	Standard met	Based on what you read, which two of the following statements best describe Anna?	Describe a character from a selection, including how he or she looks, something the character might say, and the kinds of books this character might like to read.
1.R.3.C.b	Text Structures identify main ideas and provide supporting details	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
1.R.3.C.c	Text Structures describe the connection between two individuals, events, ideas, or pieces of information in a text	Standard met	This selection says exercise does something to your brain. What is it?	Create a "chain of events" diagram for a selection.
1.R.3.C.d	Text Structures identify reasons an author gives to support points in a text	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?

## Grade 2 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills to the reading process.

2.R.1.A.a	Comprehension using text features to make and confirm predictions, explain why not confirmed	Standard met	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	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.
2.R.1.A.b	Comprehension asking and responding to relevant questions	Standard met	Read this part from the selection. Which sentence explains why Mom needed to build shelves?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
2.R.1.A.c	Comprehension seeking clarification and using information/facts and details about texts and supporting answers with evidence from text	Standard met	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection's main idea.
2.R.1.A.d	Comprehension retelling a story's beginning, middle, and end and determining its central message, lesson, or moral	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
2.R.1.B.c	Vocabulary using context to determine the meaning of a new word or multiple-meaning word in text	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
2.R.1.B.d	Vocabulary using antonyms and synonyms	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
2.R.1.C.b	Making Connections text to world (text ideas regarding experiences in the world)	Standard met	Read this part from the selection. Why did the author use the word "sighed" in this part?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

2.R.2.A.a	Fiction describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
2.R.2.A.b	Fiction describe the main characters in works of fiction, including their traits, motivations, and feelings	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
2.R.2.C.a	Drama identify characters, setting, acts, and scenes in plays	Standard met	Which two of the following statements about Maka are correct?	Describe a character from a selection, including how he or she looks, something the character might say, and the kinds of books this character might like to read.

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

2.R.3.A.a	Text Features identify the main idea of sections of text and distinguish it from the topic	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
2.R.3.A.b	Text Features demonstrate understanding by locating facts to answer and/or ask questions	Standard met	The selection states oxygen enters the air when plants	Write three "why" questions about things that happened in a selection and then answer those questions.
2.R.3.A.f	Text Features describe connections between and state the order of the events or ideas	Standard met	Put these events from Leonardo's life in the order in which they occurred, from first to last.	Describe a selection's beginning, middle, and end.
2.R.3.B.a	Literary Techniques explain why a text is fiction or nonfiction	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.
2.R.3.B.b	Literary Techniques ask and answer questions to clarify meaning	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
2.R.3.C.a	Text Structures explain main ideas and supporting details	Standard met	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection's main idea.

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2.R.3.C.c	Text Structures describe the connection between and identify problems and solutions	Standard met	How does sharing a ride to school help the environment?	Tell how two (or more) facts from a selection led you to answer a question about the selection.
2.R.3.C.d	Text Structures identify the author's purpose	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.
2.R.3.C.e	Text Structures compare and contrast the most important points presented by text on the same topic	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 3 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Develop and apply skills to the reading process.				
3.R.1.A.a	Comprehension explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	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.
3.R.1.A.b	Comprehension drawing conclusions and support with textual evidence	Standard met	Which two of the following statements are correct based on what you read?	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.
3.R.1.A.c	Comprehension summarizing a story's beginning, middle, and end determining its central message, lesson, or moral	Standard met	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.
3.R.1.B.b	Vocabulary using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
3.R.1.B.h	Vocabulary determining the meaning of the author's use of similes and metaphors to produce imagery	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

3.R.2.A.a	Fiction summarize and sequence the events/plot and explain how past events impact future events	Standard met	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.
3.R.2.A.b	Fiction describe the personality traits of characters from their thoughts, words, and actions	Standard met	To build a successful incubator, you need a	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
3.R.2.A.c	Fiction describe the interaction of characters, including relationships and how they change	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
3.R.2.A.e	Fiction compare and contrast key elements in various types of fiction	Standard met	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
3.R.2.A.g	Fiction distinguish their own point of view from that of the narrator or those of the characters	Standard met	Which two statements about the boy are correct?	Explain why you agree or disagree with the behavior of a character.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

3.R.3.A.a	Text Features explain the author's purpose	Standard met	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
3.R.3.A.b	Text Features identify the details or facts that support the main idea	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.
3.R.3.A.c	Text Features use text and graphic features to locate information and to make and verify predictions	Standard met	What would most likely happen if all the deep-sea vents suddenly disappeared?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
3.R.3.A.e	Text Features describe the relationship between events, ideas, concepts, or steps	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.
3.R.3.B.c	Literary Techniques distinguish point of view from what the author is trying to persuade the reader to think or do	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?
3.R.3.B.d	Literary Techniques explain examples of sound devices, literal and nonliteral meanings, and figurative language	Standard met	Ancient people described the king of the gods as	List words and phrases in a selection that helped you form a picture of a place, object, or event in a selection.
3.R.3.C.a	Text Structures describe relationships among events, ideas, concepts, and cause and effect in texts	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.
3.R.3.C.c	Text Structures use information gained from illustrations and words to demonstrate understanding of the text	Standard met	Look at this image. Based on information you learned in this selection, what kind of bike is this?	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
3.R.3.C.d	Text Structures explain the author's purpose	Standard met	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.

## Grade 4 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Develop and apply skills to the reading process.				
4.R.1.A.a	Comprehension drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three "why" questions about things that happened in a selection and then answer those questions.
4.R.1.A.b	Comprehension drawing conclusions by providing textual evidence of what the text says explicitly	Standard met	Why did Naismith decide to have players throw the ball instead of carry it?	Write three "why" questions about things that happened in a selection and then answer those questions.
4.R.1.B.b	Vocabulary using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4.R.1.B.d	Vocabulary identifying the meaning of common idioms and figurative language	Standard met	Read this excerpt from the selection. What does the phrase "mastering the elements" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4.R.1.C.a	Making Connections text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

4.R.2.A.a	Fiction summarize and sequence the events/plot, explain how past events impact future events, and identify the theme	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
4.R.2.A.b	Fiction describe the personality traits of characters from their thoughts, words, and actions	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.
4.R.2.A.c	Fiction describe the interaction of characters, including relationships and how they change	Standard met	Which statement best describes the sailors' reaction to Pierre's story?	Explain why you agree or disagree with the behavior of a character.

Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

4.R.3.A.a	Text Features use multiple text features to locate information and gain an overview of the contents of text	Standard partially met	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
4.R.3.A.c	Text Features interpret and explain factual information presented graphically	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.
4.R.3.B.c	Literary Techniques explain how an author uses language to present information to influence what the reader thinks or does	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.
4.R.3.C.a	Text Structures distinguish fact from opinion in a text and explain how to verify what is a fact	Standard met	Based on what you have read in this selection, which statement is correct?	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.
4.R.3.C.c	Text Structures explain author's purpose	Standard met	The author's purpose for writing this selection is to	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Gather, analyze, evaluate, and use information from a variety of sources.

4.W.3.A.e	Research Process convert graphic/ visual data into written notes	Standard met	Look at this image. Based on what you read in the selection, why is this a risk to humans?	Choose an image from an non-fiction selection you have read. Create a list of all the information visible in the image that supports the facts presented in the selection.
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## Grade 5 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Develop and apply skills to the reading process.				
5.R.1.A.a	Comprehension drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Standard met	Ivan describes the faces of his relatives as "repulsive and hateful." He sees his relatives as	Draw a picture of something that happened in a selection.
5.R.1.A.b	Comprehension drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text	Standard met	Three of the following describe reasons why people chose to travel to the West. Which one of the following was NOT a reason?	After reading a non-fiction selection, group facts from the selection under appropriate headings.
5.R.1.B.a	Vocabulary determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through 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.
5.R.1.B.b	Vocabulary using context to determine meaning of unfamiliar or multiple-meaning words	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
5.R.1.C.a	Making Connections text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	Standard met	This selection includes mythical characters and events that could not happen in real life. This selection can best be classified as what literary genre?	Describe two selections, one a fairy tale and one a biography. How are they different from one another?
5.R.1.C.b	Making Connections text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

5.R.3.B.d	Literary Techniques identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	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.
5.R.3.C.a	Text Structures identify devices used in biographies and autobiographies, including how an author presents major events in a person's life	Standard met	This selection is best described as	Describe how the titles of five selections that you have read did (or did not) give you clues to let you know if the selection was fiction or non-fiction.

### Grade 5 - Reading Foundations

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Understand how English is written and read.

5.RF.4.A.a	Fluency 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?
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## Grade 6 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Approaching the Task as a Researcher

6.W.1.A.ii	Research Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
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## Grade 6 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

6.RI.1.A	Evidence/Inference Draw conclusions, infer and, analyze by citing 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.
6.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
6.RI.1.D	Summarize/Claim Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.

## Grade 6 - Reading Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

6.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
6.RL.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Standard met	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
6.RL.1.D	Summarize/Theme Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.

### Analyze Craft and Structure (Approaching Texts as a Writer)

6.RL.2.C	Craft and Meaning Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Standard met	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
6.RL.2.D	Interaction and Meaning Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Standard met	What does Alice's decision to jump into the rabbit-hole tell about her character?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.

### Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

6.RL.3.B	Relationships in Texts Compare and contrast texts in different genres that address similar themes or topics.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.
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## Grade 7 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
7.RI.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
7.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
7.RI.1.D	Summarize/Claim Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Standard partially met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
7.RI.2.A	Structure Analyze how a text's organization or overall structure contributes to meaning.	Standard met	How does this maxim by Confucius in the opening paragraph relate to the rest of the selection?	Describe an author's use of sensory details in a selection that you have read. Explain how the author shared information through descriptions that use sight, sound, taste, smell, or touch.
7.RI.2.B	Point of View Analyze how an author develops his/her point of view or purpose and distinguishes it from those 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.
7.RI.2.C	Craft and Meaning Analyze how word choice contributes to meaning and tone.	Standard met	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	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.
7.RI.2.D	Argument/Evidence Evaluate an author's argument, 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 Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

7.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing 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.
7.RL.1.C	Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	Standard met	In the selection, what this object appeared to be was really	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.
7.RL.1.D	Summarize/Theme Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	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.

### Analyze Craft and Structure (Approaching Texts as a Writer)

7.RL.2.B	Point of View Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Standard met	How does the author convince the reader that the steel workers' demands were reasonable?	Retell a selection you have read using your own voice and perspective.
7.RL.2.C	Craft and Meaning Analyze how specific word choices contribute to meaning and 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.
7.RL.2.D	Interaction and Meaning Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.

## Grade 8 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
8.RI.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Why are many people unaware of polio today?	Create a diagram that shows what you already know about a topic, what you want to learn about the topic, and sources where you will find that information.
8.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	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.
8.RI.1.C	Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Standard met	Based on the selection, which characteristic of this plane helps to identify it as a B-24 bomber?	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.
8.RI.1.D	Summarize/Claim Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>				
8.RI.2.A	Structure Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
8.RI.2.C	Craft and Meaning Analyze how word choice and sentence structure contribute to 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.
8.RI.2.D	Argument/Evidence Evaluate an author's argument, 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 Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

8.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Standard met	Choose the sentence in this excerpt that explains why the damage to the "Scotia" made big news.	What text clues in a selection led you to conclude that a character was good or evil?
8.RL.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Standard met	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

### Analyze Craft and Structure (Approaching Texts as a Writer)

8.RL.2.A	Structure Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Standard met	How does the author highlight the poor conditions experienced by third-class passengers during their voyage?	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?
8.RL.2.C	Craft and Meaning Analyze how specific word choices and sentence structures contribute to meaning and tone.	Standard met	In this excerpt at the end of the selection, the author creates a mood that could be described as	Compare the mood and tone of two stories. Provide details. Explain which of the two stories you prefer, and how mood and tone influenced your decision.

## Grade 9 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

9-10.RI.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing 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.
9-10.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	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.
9-10.RI.1.D	Summarize/Claim Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Standard met	Why did people think it would be too difficult to build the original Bay Bridge?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

### Analyze Craft and Structure (Approaching Texts as a Writer)

9-10.RI.2.A	Structure Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
9-10.RI.2.B	Point of View Analyze how an author uses rhetoric to advance point of view or purpose.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.
9-10.RI.2.C	Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Standard met	Reread this excerpt. What does the image of "the panting of the locomotive" symbolize?	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

9-10.RI.3.B	Relationships/Texts Evaluate how effectively two or more texts develop similar ideas/topics.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.
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Grade 9 - Reading Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Comprehend and Interpret Texts (Approaching Texts as a Reader)

9-10.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing 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.
9-10.RL.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Standard met	Choose the sentence in this excerpt that includes an example of simile.	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
9-10.RL.1.D	Summarize/Theme Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Standard met	Fables are stories that teach readers a lesson. Which idiom below best summarizes the message conveyed in this fable?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

Analyze Craft and Structure (Approaching Texts as a Writer)

9-10.RL.2.C	Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Standard met	Tolstoy intended for this selection to	What was the author's primary intent when he or she wrote a selection? What other objectives might the author have had in mind when writing the selection?
9-10.RL.2.D	Interaction and Meaning Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.

## Grade 10 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Approaching the Task as a Researcher</b>				
9-10.W.1.A.i	Research Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
9-10.W.1.A.ii	Research 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.

## Grade 10 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
9-10.RI.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing 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 excerpt is from the website of a history program on TV, and the second is from the selection you just read. Based on the information provided in them, what conclusion can be drawn?	Describe how the world today compares and contrasts with the setting of a selection that takes place in the past. Include at least three examples.
9-10.RI.1.D	Summarize/Claim Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Standard met	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Analyze Craft and Structure (Approaching Texts as a Writer)

9-10.RL.2.D	Argument/Evidence Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Standard met	In this excerpt, the author includes the quote from Carroll's "High-Tech Trash" article most likely to	Describe how the author of an argument tries to prove that he or she is right.
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Grade 10 - Reading Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Comprehend and Interpret Texts (Approaching Texts as a Reader)

9-10.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing 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.
9-10.RL.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	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.
9-10.RL.1.D	Summarize/Theme Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Standard met	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.

Analyze Craft and Structure (Approaching Texts as a Writer)

9-10.RL.2.C	Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Standard met	What is the author's purpose in writing this selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
9-10.RL.2.D	Interaction and Meaning Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Standard met	Based on what you have read, what could have happened if Jason had complained about being partnered with Skylar?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.

## Grade 11 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

11-12.RI.1.A	Evidence/Inference Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
11-12.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Standard met	In this excerpt, what is the meaning of the word "permeation"?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
11-12.RI.1.C	Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Standard met	The object in this image can be detected by	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.
11-12.RI.1.D	Summarize/Claim Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	Standard met	What are two distinctive features of the horseshoe crab's anatomy?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

### Analyze Craft and Structure (Approaching Texts as a Writer)

11-12.RI.2.A	Structure Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	Standard met	Irony occurs when words are used to convey a meaning that is the opposite their usual meaning. What is ironic about this part of the essay?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
11-12.RI.2.C	Craft and Meaning Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	Standard met	When a consumer joins a CSA, the process can be compared to	Describe how metaphor, simile, hyperbole, or personification is used in a selection and explain how it enhances or distracts from the selection.
11-12.RI.2.D	Argument/Evidence Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

11-12.RI.3.B	Relationships/Texts Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	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.
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Grade 11 - Reading Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Comprehend and Interpret Texts (Approaching Texts as a Reader)

11-12.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	Standard met	Why did Sam's mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
11-12.RL.1.C	Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	Standard met	How is this image used in the selection?	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.
11-12.RL.1.D	Summarize/Theme Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	Standard met	What is the main idea of this selection?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.

## Grade 12 - Reading Informational Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

### Comprehend and Interpret Texts (Approaching Texts as a Reader)

11-12.RI.1.A	Evidence/Inference Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	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.
11-12.RI.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	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.
11-12.RI.1.D	Summarize/Claim Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	Standard met	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.

### Analyze Craft and Structure (Approaching Texts as a Writer)

11-12.RI.2.A	Structure Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
11-12.RI.2.B	Point of View Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.	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.
11-12.RI.2.D	Argument/Evidence Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.	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 Literary Text

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>				
11-12.RL.1.A	Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	Standard met	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
11-12.RL.1.B	Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Standard met	Based upon the following excerpt, the word "betokening" most closely means	Explain how a character's actions or attitude can change the meaning of a word or phrase.
11-12.RL.1.D	Summarize/Theme Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Analyze Craft and Structure (Approaching Texts as a Writer)

11-12.RL.2.A	Structure Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and 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?
11-12.RL.2.B	Point of View Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	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.
11-12.RL.2.C	Craft and Meaning Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.	Standard met	The Prioress was the head of a priory, or a religious house. In this excerpt, Chaucer included descriptions of her "well-bred and delicate" table manners, her "impeccable fashion," and her devotion to her little dogs to whom she fed "roast meat, or milk, and fine bread" to imply	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
11-12.RL.2.D	Interaction and Meaning Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	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.

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