

Alignment to the Nebraska College and Career Ready Standards for Grades 1-12



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Reading Plus Alignment to the Nebraska College and Career Ready Standards

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Grade 1 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p>				
LA 1.1.6.a	Identify author's purpose (e.g., explain, entertain, inform).	Standard met	This selection is an example of folklore. Folklore stories are often told to children to teach them something. It is likely that a parent might tell this story to a child who	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.
LA 1.1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
LA 1.1.6.d	Retell major events and key details from a literary text and/or media.	Standard met	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
LA 1.1.6.e	Retell main ideas and supporting details from informational text and/or media.	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.
LA 1.1.6.g	Identify the basic characteristics of a variety of literary and informational texts.	Standard met	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
LA 1.1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Standard met	At the end of the selection, how does Ethan feel?	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.
LA 1.1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
LA 1.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Standard met	At the end of the selection, how does Ethan feel?	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.
LA 1.1.6.n	Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	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.

Grade 2 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 2.1.5.b	Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
LA 2.1.5.d	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	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.
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).	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?
LA 2.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	Standard met	The author compares your body to a car because your body	Write a poem or song that compares two things using the word "as." For example, "she is as tall as a tree," or "he is as quiet as a mouse."
LA 2.1.6.d	Retell major events and key details from a literary text and/or media and support a prompted theme.	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?
LA 2.1.6.g	Compare and contrast the basic characteristics of a variety of literary and informational texts.	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.
LA 2.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	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?

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
LA 2.1.6.j	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).	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.
LA 2.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	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.
LA 2.1.6.n	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	Standard met	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.

Grade 3 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	Standard met	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	Standard met	The author wrote this selection mainly 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.
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	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.
LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	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.
LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	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.
LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.	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.
LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	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.
LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	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.

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LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).	Standard met	How is the information in this selection organized?	Describe a selection's beginning, middle, and end.
LA 3.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Standard met	Based on this selection, in which two of the following ways are Kelvin Doe and David Sengeh alike?	How is the life of a character in a selection similar to (or different from) your own life?
LA 3.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Standard met	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.

Grade 3 - Multiple Literacies

Students will apply information fluency and practice digital citizenship.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p>				
LA 3.4.1.a	Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	Standard met	A crocodile looks as if it is a log in the water. How is this helpful?	Write three "why" questions about things that happened in a selection and then answer those questions.

Grade 4 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
LA 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	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.
LA 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	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.
LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
LA 4.1.6.e	Determine main ideas and supporting details from informational text and/or media.	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?
LA 4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital 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?
LA 4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Standard met	Choose the two sentences in this excerpt that prove the Packers receive a lot of support from the community.	Explain how you can tell if an author is writing about something real or make-believe in a selection. Use examples from at least four selections you have read to support your argument.

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LA 4.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	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.
LA 4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	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.
LA 4.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Standard met	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
LA 4.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Standard met	If the current government of China does not protect the wall, what will most likely happen?	Tell about two clues in the selection that helped you figure out the ending.
LA 4.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Standard met	Many maps from the 1600s showed pictures of sea monsters in the ocean. The selection says some of these sea monsters looked like	Draw a picture of something that happened in a selection.

Grade 4 - Multiple Literacies

Students will apply information fluency and practice digital citizenship.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p>				
LA 4.4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	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.
LA 4.4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	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 5 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
LA 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	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.
LA 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	Standard met	How does Nicki's mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	Standard met	A simile is a comparison between two things. Choose the sentence in this excerpt that uses an example of simile.	Give an example of how an author helps you form a picture in your mind about what you are reading.
LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	Standard met	What does the animal shown in this picture have to do with the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?
LA 5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	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.
LA 5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	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?

Reading Plus Alignment to the Nebraska College and Career Ready Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
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LA 5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	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?
LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	Standard met	The Richter Scale measures	Create a diagram that lists the following information about a selection: Who, What, Where, When, Why, How.
LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	Standard met	This selection begins with a diver in the water. Put these events in order from first to last.	Create a timeline of the sequence of events in a selection.
LA 5.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Standard met	What does Sergeant-Major Morris say to discourage the Whites from using the monkey's paw?	Do your personal interests help you decide which selections to read? Describe three selections you liked because they discussed your special interest.
LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	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?

Grade 6 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	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.
LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 6.1.6.a	Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	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?
LA 6.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	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.
LA 6.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	Standard met	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.
LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	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.
LA 6.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	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.
LA 6.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	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.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
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LA 6.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	Standard met	The slab of earth that Rick Timm found in the middle of the wheat field	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
LA 6.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	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.
Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).				
LA 6.4.1.a	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	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 - Multiple Literacies

Students will apply information fluency and practice digital citizenship.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p>				
LA 6.4.1.a	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	Standard met	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.

Grade 7 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	Standard met	In this excerpt, what is the meaning of the word "cropping"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
LA 7.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	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.
LA 7.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
LA 7.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	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.
LA 7.1.6.d	Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.	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.
LA 7.1.6.e	Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.	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.
LA 7.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	Standard met	What do these two excerpts tell the reader about Thor and Loki?	Compare and contrast two stages of a fictional or real person's life. Use details from a selection you have read to illustrate and explain your answer.

Reading Plus Alignment to the Nebraska College and Career Ready Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
LA 7.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	Standard met	Why does Olivia think a dog would be a good pet for Lucas?	Explain how prior knowledge helped you infer information from a selection.
LA 7.1.6.n	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Standard met	Why does Olivia think a dog would be a good pet for Lucas?	Explain how prior knowledge helped you infer information from a selection.

Grade 8 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 8.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	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.
LA 8.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	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.
LA 8.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	Standard met	In this excerpt, what is meant by the phrase, "baseball was a leader"?	Draw five columns and label each one with one of your five senses. Find examples of figurative language from selections you have read that relate to each sense.

Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.1.6.a	Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	Standard met	What does Zavion grab from his house as he departs?	Describe a selection you have read that has an untrustworthy narrator and explain how you know the narrator is untrustworthy.
LA 8.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).	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.
LA 8.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	Standard met	In this excerpt, what is meant by the phrase, "baseball was a leader"?	Draw five columns and label each one with one of your five senses. Find examples of figurative language from selections you have read that relate to each sense.
LA 8.1.6.g	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	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.

Reading Plus Alignment to the Nebraska College and Career Ready Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
LA 8.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	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.

Grade 9 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	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.
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Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 10.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	Standard met	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	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.
LA 10.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).	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.
LA 10.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	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.
LA 10.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	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.
LA 10.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	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.
LA 10.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	Standard met	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.

Reading Plus Alignment to the Nebraska College and Career Ready Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
LA 10.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	Standard met	When the Baron and Baroness criticized Amalie after she left the room, why did the merchant from Hamburg say nothing?	Give an example of something you learned about a situation or event in the selection by reading between the lines.

Grade 10 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>				
LA 10.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	Standard met	According to Mr. Crawford, for which two reasons did Thoreau conduct his "experiment" at Walden Pond?	The setting of a selection includes not only place but also time. Describe a selection you have read in which the historical time period was critical to the plot. For example, Charles Dickens' "A Tale of Two Cities."
LA 10.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	Standard met	Mr. Crawford uses the phrase "Walden-inspired experiment" to mean an activity in which the students	Describe how an author can use figurative language to create suspense and give an example from a selection.
LA 10.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	Standard met	In this excerpt, which word or phrase signals that the essay will leap from the past, and Irena's activities during the war, to the students' discovery of Irena in modern times?	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.
LA 10.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	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.

Grade 10 - Writing

Students will learn and apply writing skills and strategies to communicate.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 10.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
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Grade 10 - Multiple Literacies

Students will apply information fluency and practice digital citizenship.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</p>				
LA 10.4.1.a	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.	Standard met	America's dependence on foreign energy sources	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.

Grade 11 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 12.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	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.
LA 12.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	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.

Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	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.
LA 12.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	Standard met	Based on this excerpt, what conclusion can be made about the banker's motivations?	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.
LA 12.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).	Standard met	Based on these two excerpts, the tone of this selection can best be described as shifting from	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
LA 12.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).	Standard met	Why are the implications of the Belgian study important?	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.

Reading Plus Alignment to the Nebraska College and Career Ready Standards

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
LA 12.1.6.g	Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.	Standard met	Based on these excerpts, which two statements best describe the significance of books in this selection?	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.
LA 12.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	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.
LA 12.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Standard met	Based on these excerpts, which two statements best describe the significance of books in this selection?	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.
LA 12.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	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.

Grade 12 - Reading

Students will learn and apply reading skills and strategies to comprehend text.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	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.
LA 12.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	Standard met	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
LA 12.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).	Standard met	When Ariel's teacher approached her about the contest, his tone could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
LA 12.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).	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.
LA 12.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	Standard met	Choose the sentence in this excerpt that demonstrates Khrushchev knew ahead of time that his demands would be unacceptable to the United States.	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.
LA 12.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	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?
LA 12.1.6.o	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	Standard met	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?

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