

Alignment to the Pennsylvania Core Standards for Grades 1-12



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Reading Plus Alignment to the Pennsylvania Core Standards for Grades 1-12

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Grade 1 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.1.A	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Standard met	This selection is mainly about a	Use a story map to show the main idea and its supporting details in a selection.
Key Ideas and Details Text Analysis				
CC.1.3.1.B	Ask and answer questions about key details in a text.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
Key Ideas and Details Literary Elements				
CC.1.3.1.C	Describe characters, settings, and major events in a story, using key details.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
Craft and Structure Text Structure				
CC.1.3.1.E	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	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.
Integration of Knowledge and Ideas Sources of Information				
CC.1.3.1.G	Use illustrations and details in a story to describe characters, setting, or events.	Standard met	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
Integration of Knowledge and Ideas Text Analysis				
CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories.	Standard met	Read these two parts from the selection. Based on these parts, which statement is correct?	How is the life of a character in a selection similar to (or different from) your own life?

Grade 1 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.1.A	Identify the main idea and retell key details of text.	Standard met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
Key Ideas and Details Text Analysis				
CC.1.2.1.B	Ask and answer questions about key details in a text.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
CC.1.2.1.C	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.
Craft and Structure Vocabulary				
CC.1.2.1.F	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Standard met	Based on what you read in the selection, a “green roof” is a roof that	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
Integration of Knowledge and Ideas Diverse Media				
CC.1.2.1.G	Use the illustrations and details in a text to describe its key ideas.	Standard met	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.	Standard met	This selection says handball is a good sport to play in a city. Which of the following sentences explains why this is true?	How is the life of a character in a selection similar to (or different from) your own life?

Grade 1 - Foundational Skills

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
CC.1.1.1.E.3	Read with accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	What does the word "greedy" mean in this part of the selection?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.

Grade 2 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.	Standard met	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
Key Ideas and Details Text Analysis				
CC.1.3.2.B	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Standard met	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
Key Ideas and Details Literary Elements				
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
Craft and Structure Text Structure				
CC.1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Standard met	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
Craft and Structure Vocabulary				
CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Standard met	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
Integration of Knowledge and Ideas Sources of Information				
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Standard met	In this selection, which character is the wisest?	List two characters from a selection and explain why one of those characters is more important to the plot than the other character.
Vocabulary Acquisition and Use Strategies				
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Standard met	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 2 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.2.A	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	Standard partially met	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
Key Ideas and Details Text Analysis				
CC.1.2.2.B	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Standard met	Louis Leakey was most impressed with Goodall's	Describe parts of a selection that held important clues to help you understand what was happening.
CC.1.2.2.C	Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Standard met	Louis Leakey was most impressed with Goodall's	Describe parts of a selection that held important clues to help you understand what was happening.
Craft and Structure Vocabulary				
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Standard met	Read this part from the selection. What does the word "tough" mean here?	Choose a selection you read that included some unfamiliar vocabulary. Describe how you used context clues to figure out what the words meant.
Integration of Knowledge and Ideas Diverse Media				
CC.1.2.2.G	Explain how graphic representations contribute to and clarify a text.	Standard met	Look at this image. Based on what you read, this tiger is most likely	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.2.H	Describe how reasons support specific points the author makes in a text.	Standard met	According to this selection, which of the following is true about plants?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
Vocabulary Acquisition and Use				
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Standard met	Read this part from the selection. What does the word "tough" mean here?	Choose a selection you read that included some unfamiliar vocabulary. Describe how you used context clues to figure out what the words meant.

Grade 2 - Foundational Skills

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
CC.1.1.2.E.3	Read with accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Read this part from the selection. The word “produce” means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 3 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Standard met	This selection is mainly about a	Describe three clues in a selection that helped you determine the main idea of the selection.
Key Ideas and Details Text Analysis				
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; referring to text to support responses.	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.
Key Ideas and Details Literary Elements				
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events.	Standard met	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
Craft and Structure Vocabulary				
CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	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.
Integration of Knowledge and Ideas Sources of Information				
CC.1.3.3.G	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Standard met	In this excerpt, Jake’s mom says his dad will “be surprised, alright.” What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
Vocabulary Acquisition and Use Strategies				
CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	The meeting between Betsy and General Washington happened “by chance.” This means it was	Write one paragraph that describes the main information about a selection you read.

Grade 3 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard met	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
Key Ideas and Details Text Analysis				
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	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.
CC.1.2.3.C	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Standard met	Which statement best describes the time when Ray was born?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.
Craft and Structure Vocabulary				
CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	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.
Craft and Structure Point of View				
CC.1.2.3.D	Explain the point of view of the author.	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?

Grade 3 - Foundational Skills

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
CC.1.1.3.E.3	Read with accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	The meeting between Betsy and General Washington happened "by chance." This means it was	Write one paragraph that describes the main information about a selection you read.

Grade 4 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.	Standard met	This selection is mainly about	Write an email to a friend and describe a selection you read.
Key Ideas and Details Text Analysis				
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.	Standard met	According to the selection, what two things does Midas love more than anything else?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
Key Ideas and Details Literary Elements				
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	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.
Craft and Structure Vocabulary				
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including 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.
Vocabulary Acquisition and Use Strategies				
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	Read this excerpt from the selection. What does the phrase “mastering the elements” mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 4 - Reading Informational Text.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Standard met	Sam’s parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection’s main idea? Why or why not?
Key Ideas and Details Text Analysis				
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Standard met	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.
Craft and Structure Text Structure				
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	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.
Craft and Structure Vocabulary				
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Vocabulary Acquisition and Use				
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	Read this excerpt from the selection. Which of the following best described the meaning of the word “apt”?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 5 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.5.A	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Standard met	Why were the gods doubtful about agreeing to the stranger's price to build the fortress?	Write a new, different ending for a selection that changes the lesson (or theme) of the selection.
Key Ideas and Details Text Analysis				
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	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?
Key Ideas and Details Literary Elements				
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Standard met	Read these two excerpts from the selection. In what way are Nick and the man in the coffee shop alike?	How is the life of a character in a selection similar to (or different from) your own life?
Craft and Structure Text Structure				
CC.1.3.5.E	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Standard met	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
Craft and Structure Vocabulary				
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	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.
Integration of Knowledge and Ideas Sources of Information				
CC.1.3.5.G	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Standard met	What does the animal shown in this picture have to do with the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?
Vocabulary Acquisition and Use Strategies				
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.

Grade 5 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Standard met	This selection is mainly about Ray Bradbury and his	Describe parts of a selection that held important clues to help you understand what was happening.
Key Ideas and Details Text Analysis				
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Standard met	The Richter Scale measures	Create a diagram that lists the following information about a selection: Who, What, Where, When, Why, How.
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Standard met	According to the selection, if the silver ant takes longer than ten minutes to search for food, it will	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.
Craft and Structure Vocabulary				
CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.	Standard met	This excerpt explains that some scientists think the Great Sphinx at Giza is older than both Kings Khufu and Khafre. Choose the sentence that gives evidence to support this.	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
Vocabulary Acquisition and Use				
CC.1.2.5.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	In this excerpt, what does the phrase "the toast of all of Europe" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 5 - Foundational Skills

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Fluency				
CC.1.1.5.E.3	Read with accuracy and fluency to support comprehension. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard met	Reread this excerpt. What does the word "talisman" mean?	Choose a selection you have read. Who is telling the story? What clues helped you identify who is speaking?

Grade 6 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.6.A	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
Key Ideas and Details Text Analysis				
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Standard met	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
Key Ideas and Details Literary Elements				
CC.1.3.6.C	Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	Standard met	Why is Dr. Jacobs skeptical that the dying dog is Jeff?	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
Craft and Structure Point of View				
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a 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?
Craft and Structure Text Structure				
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Standard met	The narrator of this selection is a	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
Craft and Structure Vocabulary				
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Integration of Knowledge and Ideas				
CC.1.3.6.H	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Standard met	This selection is mainly about the Civil War and	Describe how the same theme is represented in two different selections. Compare/contrast how the theme is represented through characters and events in both selections.

Grade 6 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.6.A	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard met	Put the following in the order in which they came to Honduras, starting with the earliest.	Write summary paragraphs for a prequel and sequel to a selection.
Key Ideas and Details Text Analysis				
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations 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.
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Standard met	This selection is mainly about astronomers and	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
Craft and Structure Vocabulary				
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Standard met	In this excerpt, what does the author mean by, "The sky is not the limit for thousands of people who go to space camp"?	Describe how the knowledge of another language can help you understand a new word or phrase you read in English.
Integration of Knowledge and Ideas Diverse Media				
CC.1.2.6.G	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Standard met	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.
Vocabulary Acquisition and Use				
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Craft and Structure Point of View				
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Standard met	At the end of the selection, what does the author feel is a practical reaction to a strong kudzu invasion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.

Grade 6 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Credibility, Reliability, and Validity of Sources				
CC.1.4.6.W	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.

Grade 6 - Speaking and Listening

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension and Collaboration Evaluating Information				
CC.1.5.6.C	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Standard met	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.

Grade 7 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Standard met	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
Key Ideas and Details Text Analysis				
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations 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.
Key Ideas and Details Literary Elements				
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Standard met	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
Craft and Structure Point of View				
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Standard met	The author mentions that Olivia changed her style of dress to show that she	Write a paragraph about a selection that changed your opinion about a person, topic, or event.

Grade 7 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.7.A	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Standard met	What were the two most significant contributions of the Tuskegee Airmen?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
Key Ideas and Details Text Analysis				
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Standard met	How can the sense of taste protect people from harm?	Explain how prior knowledge helped you infer information from a selection.
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.	Standard met	The Ice Palace mentioned in this selection does not allow visitors because	Describe the cause and effect relationship in a selection you read.
Craft and Structure Vocabulary				
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	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.
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.7.H	Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	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.
Vocabulary Acquisition and Use				
CC.1.2.7.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Craft and Structure Point of View				
CC.1.2.7.D	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Standard met	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.

Grade 8 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Standard met	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
Key Ideas and Details Text Analysis				
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations 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?
Key Ideas and Details Literary Elements				
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Standard met	How could Steve's case of MRSA be viewed as something positive?	Describe a selection that had a cliffhanger ending and explain why you were unable to predict the ending from context clues.
Craft and Structure Vocabulary				
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	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.
Vocabulary Acquisition and Use				
CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

Grade 8 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Standard met	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
Key Ideas and Details Text Analysis				
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Standard met	Esperanza and Cisneros are alike in that they both	Describe a character with whom you empathize, and explain why you feel this way.
Craft and Structure Text Structure				
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Standard met	Based on this excerpt, which two answers describe the relationship between these two sentences?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
Craft and Structure Vocabulary				
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape 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.
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.8.H	Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what does the author mean by the phrase “polite company”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Craft and Structure Point of View				
CC.1.2.8.D	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Standard met	The author’s purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.

Grade 9 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.9-10.A	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
Key Ideas and Details Text Analysis				
CC.1.3.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	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.
Key Ideas and Details Literary Elements				
CC.1.3.9-10.C	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Standard met	Based on this excerpt, the old stranger mentions there is a young man with him because	Describe a scene from a selection. Explain how you put together clues from that scene to figure out how and why something happened.
Craft and Structure Text Structure				
CC.1.3.9-10.E	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	Standard met	What significance does this item have in the selection?	Describe how images used in a text added to the mood or overall understanding of the text. Use images and details from a selection you have read to illustrate and explain your answer.
Craft and Structure Vocabulary				
CC.1.3.9-10.F	Analyze how words and phrases shape meaning and tone in texts.	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?

Grade 9 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.9-10.A	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	Why did people think it would be too difficult to build the original Bay Bridge?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
Key Ideas and Details Text Analysis				
CC.1.2.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	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.
CC.1.2.9-10.C	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Standard met	Put the following settings in order from first to last as they appear in the selection.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
Craft and Structure Text Structure				
CC.1.2.9-10.E	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Standard met	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
Craft and Structure Vocabulary				
CC.1.2.9-10.F	Analyze how words and phrases shape meaning and tone in texts.	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 IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
CC.1.2.9-10.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Craft and Structure Point of View				
CC.1.2.9-10.D	Determine an author’s particular point of view and analyze how rhetoric advances the point of view.	Standard met	How do these two paragraphs work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

Grade 10 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.9-10.A	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
Key Ideas and Details Text Analysis				
CC.1.3.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	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.
Key Ideas and Details Literary Elements				
CC.1.3.9-10.C	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Standard met	Based on what you have read, what could have happened if Jason had complained about being partnered with Skylar?	(Theme: relationships) Describe a character who struggled with society or family and how/if that struggle was resolved.
Craft and Structure Vocabulary				
CC.1.3.9-10.F	Analyze how words and phrases shape meaning and tone in texts.	Standard met	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
Vocabulary Acquisition and Use				
CC.1.3.9-10.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard met	What do the terms "buttonholed" and "buttonholing" mean in this part of the selection?	Explain how a character's actions or attitude can change the meaning of a word or phrase.

Grade 10 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.9-10.A	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Standard met	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
Key Ideas and Details Text Analysis				
CC.1.2.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	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.
Craft and Structure Text Structure				
CC.1.2.9-10.E	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Standard met	If this excerpt on DePrince became part of an autobiography, how would it be different?	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
Integration of Knowledge and Ideas Evaluating Arguments				
CC.1.2.9-10.H	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	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.
Craft and Structure Point of View				
CC.1.2.9-10.D	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Standard met	You can tell that the author of this selection is probably someone who is	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.

Grade 10 - Writing

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Conducting Research				
CC.1.4.9-10.V	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Standard met	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
Credibility, Reliability, and Validity of Sources				
CC.1.4.9-10.W	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 11 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Standard met	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
Key Ideas and Details Text Analysis				
CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	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 11 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.11-12.A	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	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.
Key Ideas and Details Text Analysis				
CC.1.2.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	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.
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Standard met	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
Craft and Structure Text Structure				
CC.1.2.11-12.E	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Standard met	Irony occurs when words are used to convey a meaning that is the opposite their usual meaning. What is ironic about this part of the essay?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
Craft and Structure Vocabulary				
CC.1.2.11-12.F	Evaluate how words and phrases shape meaning and tone in texts.	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.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary Acquisition and Use				
CC.1.2.11-12.J	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Standard met	In this excerpt, what is the meaning of the word “permeation”?	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.
Craft and Structure Point of View				
CC.1.2.11-12.D	Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Standard met	In the last part of the selection, which sentence signals a major change in the action?	Explain an author’s use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Grade 12 - Reading Literature

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Theme				
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Standard met	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.
Key Ideas and Details Text Analysis				
CC.1.3.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	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?
Key Ideas and Details Literary Elements				
CC.1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Standard met	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.
Craft and Structure Point of View				
CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Standard met	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
Craft and Structure Text Structure				
CC.1.3.11-12.E	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Standard met	A motif is a recurring story element that has symbolic importance. A repeated motif is often used to set a story's mood or tone. What is one motif in this selection?	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Craft and Structure Vocabulary				
CC.1.3.11-12.F	Evaluate how words and phrases shape meaning and tone in texts.	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.
Vocabulary Acquisition and Use				
CC.1.3.11-12.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	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.

Grade 12 - Reading Informational Text

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Key Ideas and Details Main Idea				
CC.1.2.11-12.A	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Standard met	Choose the sentence in this excerpt that best summarizes President Kennedy's desire to bring the United States to global prominence in a peaceful way?	Create a news report based on a selection you have read. Report facts from the selection as well as additional facts you researched from reputable sources.
Key Ideas and Details Text Analysis				
CC.1.2.11-12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Standard met	In the end, the Harlem Renaissance gave African Americans a sense of	Do people learn by studying the past? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Standard met	Choose the sentence in this excerpt that explains how an unmodified gaming system can be used in aiding physical therapy.	Using your science book, give three examples of each of the following: single cause--single effect, single cause--multiple effects, multiple causes--single effect.
Craft and Structure Text Structure				
CC.1.2.11-12.E	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Standard met	Read this excerpt. What is the author implying about the American attitude toward junk food in the second sentence?	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
Integration of Knowledge and Ideas Diverse Media				
CC.1.2.11-12.G	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Standard met	The International Space Station captured this image of the aurora australis streaming over the Antarctic. Due to the predominance of green light, which type of emission generated the aurora seen in this image?	Choose an image from a nonfiction selection you have read. Use the image as inspiration to write a new fictional piece on the same topic.
Integration of Knowledge and Ideas Analysis Across Texts				
CC.1.2.11-12.I	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Standard met	How do these two excerpts work together?	Use a Venn diagram to compare two non-fiction selections on the same topic.

STANDARD IDENTIFIER	STANDARD	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Craft and Structure Point of View				
CC.1.2.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Standard met	What did Qian mean when he said this?	Imagine you want to make a documentary about a non-fiction selection you read. Describe the steps you would need to take to make your documentary as accurate and unbiased as possible.

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