

# Alignment to the Virginia Standards of Learning for Grades 1-12



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

## Table of Contents

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Grade 1 - Reading .....	1
Grade 1 - Research .....	3
Grade 1 - Writing .....	4
Grade 2 - Reading .....	5
Grade 2 - Research .....	7
Grade 2 - Writing .....	7
Grade 3 - Reading .....	9
Grade 3 - Research .....	12
Grade 3 - Writing .....	12
Grade 4 - Reading .....	15
Grade 4 - Research .....	17
Grade 4 - Writing .....	18
Grade 5 - Reading .....	20
Grade 5 - Writing .....	22
Grade 6 - Communication and Multimodal Literacies .....	25
Grade 6 - Reading .....	25
Grade 6 - Research .....	27
Grade 6 - Writing .....	28
Grade 7 - Communication and Multimodal Literacies .....	30
Grade 7 - Reading .....	30
Grade 7 - Writing .....	33
Grade 8 - Communication and Multimodal Literacies .....	36
Grade 8 - Reading .....	36
Grade 8 - Writing .....	39
Grade 9 - Communication and Multimodal Literacies .....	41
Grade 9 - Reading .....	41
Grade 9 - Writing .....	44
Grade 10 - Communication and Multimodal Literacies .....	46
Grade 10 - Reading .....	46
Grade 10 - Research .....	48
Grade 10 - Writing .....	48

Grade 11 - Communication and Multimodal Literacies.....	50
Grade 11 - Reading.....	51
Grade 11 - Research.....	53
Grade 11 - Writing.....	53
Grade 12 - Reading.....	55
Grade 12 - Research.....	56
Grade 12 - Writing.....	56

## Grade 1 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of a variety of nonfiction texts.

R.1.10.a	Preview the selection.	Standard met by SeeReader	Aligned with Program Component(s)	
R.1.10.b	Use prior and background knowledge as context for new learning.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.1.10.c	Set a purpose for reading.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.1.10.d	Identify text features such as pictures, headings, charts, and captions.	Standard met by SeeReader	Aligned with Program Component(s)	
R.1.10.e	Make and confirm predictions.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.1.10.f	Ask and answer who, what, where, when, why, and how questions about what is read.	Standard met by SeeReader, Writing Prompts	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
R.1.10.g	Identify the main idea.	Standard met by SeeReader, Writing Prompts	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.

The student will apply knowledge of how print is organized and read.

R.1.4.a	Read from left to right and from top to bottom.	Standard met by SeeReader, ReadAround	Aligned with Program Component(s)	
R.1.4.c	Identify letters, words, sentences, and ending punctuation.	Standard met by SeeReader, ReadAround	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will use semantic clues and syntax for support when reading.

R.1.6.a	Use words, phrases, and sentences.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.6.b	Use titles and pictures.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.6.c	Use information in the story to read words.	Standard met by SeeReader, Writing Prompts	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.
R.1.6.d	Use knowledge of sentence structure.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.6.e	Reread and self-correct.	Standard met by SeeReader		Aligned with Program Component(s)

The student will expand vocabulary and use of word meanings.

R.1.7.a	Discuss meanings of words in context.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.7.b	Develop vocabulary by listening to and reading a variety of texts.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.7.c	Ask for the meaning of unknown words and make connections to familiar words.	Standard met by SeeReader, Writing Prompts	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.
R.1.7.d	Use text clues such as words or pictures to discern meanings of unknown words.	Standard met by SeeReader, Writing Prompts	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.
R.1.7.e	Use vocabulary from other content areas.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.1.7.f	Use singular and plural nouns.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.1.7.g	Use adjectives to describe nouns.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.1.7.h	Use verbs to identify actions.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of a variety of fictional texts.

R.1.9.a	Preview the selection.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.9.b	Set a purpose for reading.	Standard met by SeeReader		Aligned with Program Component(s)
R.1.9.c	Relate previous experiences to what is read.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.1.9.d	Make and confirm predictions.	Standard met by SeeReader, Writing Prompts	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.
R.1.9.e	Ask and answer who, what, when, where, why, and how questions about what is read.	Standard met by SeeReader, Writing Prompts	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
R.1.9.f	Identify characters, setting, and important events.	Standard met by SeeReader, Writing Prompts	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
R.1.9.g	Retell stories and events, using beginning, middle, and end in a sequential order.	Standard met by SeeReader, Writing Prompts	The first thing that happens in this selection is	Describe a selection's beginning, middle, and end.
R.1.9.h	Identify theme.	Standard met by SeeReader, Writing Prompts	What is the main lesson of this selection?	Using no more than 20 words, write a summary of a narrative selection you read. For example, if you read The Three Bears, you would write: bears come home, find broken chairs, see missing porridge, discover sleeping girl.

### Grade 1 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will conduct research to answer questions or solve problems using available resources.

RS.1.14.b	Generate questions to gather information.	Standard met by Graphic Organizers		Aligned with Program Component(s)
RS.1.14.e	Record information.	Standard met by Graphic Organizers		Aligned with Program Component(s)

## Grade 1 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, descriptive, and opinion.

W.1.12.b	Use prewriting activities to generate ideas.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.1.12.c	Focus on one topic.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.1.12.d	Organize writing to suit purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.1.12.f	Write to express an opinion and give a reason.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will edit writing for capitalization, punctuation, and spelling.

W.1.13.a	Use complete sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.1.13.b	Begin each sentence with a capital letter and use ending punctuation.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.1.13.c	Use correct spelling for commonly used sight words and phonetically regular words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

## Grade 2 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will expand vocabulary and use of word meanings.

R.2.6.b	Use knowledge of prefixes and suffixes.	Standard met by SeeReader		Aligned with Program Component(s)
R.2.6.c	Use knowledge of antonyms and synonyms.	Standard met by SeeReader, Writing Prompts	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.
R.2.6.d	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	Standard met by SeeReader, ReadAround		Aligned with Program Component(s)
R.2.6.f	Use vocabulary from other content areas.	Standard met by SeeReader, ReadAround		Aligned with Program Component(s)

The student will use semantic clues and syntax to expand vocabulary when reading.

R.2.5.a	Use information and context clues in the story to read words.	Standard met by SeeReader, Writing Prompts	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.
R.2.5.b	Use knowledge of sentence structure to determine the meaning of unknown words.	Standard met by SeeReader		Aligned with Program Component(s)

The student will read and demonstrate comprehension of fictional texts.

R.2.7.a	Make and confirm predictions.	Standard met by SeeReader, Writing Prompts	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.
R.2.7.b	Connect previous experiences to new texts.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.2.7.c	Ask and answer questions using the text for support.	Standard met by SeeReader, Writing Prompts	Read this part from the selection. Which sentence explains why Mom needed to build shelves?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
R.2.7.d	Describe characters, setting, and plot events in fiction and poetry.	Standard met by SeeReader, Writing Prompts	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?



Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.2.7.e	Identify the conflict and resolution.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.2.7.g	Summarize stories and events with beginning, middle, and end in the correct sequence.	Standard met by SeeReader, Writing Prompts	The people in the Native American tribe thought that Big Chief North Wind would be angry	Write an email to a friend and describe a selection you read.
R.2.7.h	Draw conclusions based on the text.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will read and demonstrate comprehension of nonfiction texts.

R.2.8.a	Preview the selection using text features including table of contents, headings, pictures, captions, and maps.	Standard met by SeeReader	Aligned with Program Component(s)	
R.2.8.b	Make and confirm predictions.	Standard met by SeeReader, Writing Prompts	What might have happened if goats, rather than cats and dogs, sat on roofs in the rain?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to explain and support your prediction.
R.2.8.c	Use prior and background knowledge as context for new learning.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.2.8.d	Set purpose for reading.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.2.8.e	Ask and answer questions using the text as support.	Standard met by SeeReader, Writing Prompts	The selection states oxygen enters the air when plants	Write three "why" questions about things that happened in a selection and then answer those questions.
R.2.8.f	Identify the main idea.	Standard met by SeeReader, Writing Prompts	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.
R.2.8.g	Draw conclusions based on the text.	Standard met by SeeReader, Writing Prompts	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection's main idea.

## Grade 2 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will conduct research by using available resources to gather information and answer questions to complete a research product.

RS.2.12.e	Organize information in writing or a visual display.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
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## Grade 2 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

W.2.10.a	Understand writing as a process.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	
W.2.10.b	Identify audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.10.c	Use prewriting strategies to generate ideas before writing.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.2.10.d	Use strategies for organization according to the type of writing.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.2.10.e	Organize writing to include a beginning, middle, and end.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.10.f	Write facts about a subject to support a main idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.10.g	Write to express an opinion and provide a reason for support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.10.h	Expand writing to include descriptive detail.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.10.i	Revise writing for clarity.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will edit writing for capitalization, punctuation, spelling and Standard English.

W.2.11.a	Recognize and use complete sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.b	Use and punctuate declarative, interrogative, and exclamatory sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.c	Capitalize all proper nouns and the word I.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.d	Use singular and plural nouns and pronouns.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.e	Use apostrophes in contractions and possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.f	Use contractions and singular possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.g	Use knowledge of simple abbreviations.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.h	Use correct spelling for commonly used sight words, including compound words and regular plurals.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.i	Use commas in salutation and closing of a letter.	Standard met by SeeReader	Aligned with Program Component(s)	
W.2.11.j	Use past and present verbs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.2.11.k	Use adjectives correctly.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will maintain legible printing and begin to make the transition to cursive.

W.2.9.a	Begin to write capital and lowercase letters of the alphabet.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
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Grade 3 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will read and demonstrate comprehension of nonfiction texts.				
R.3.6.a	Identify the author’s purpose.	Standard met by SeeReader, Writing Prompts	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
R.3.6.b	Use prior and background knowledge as context for new learning.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.3.6.c	Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.	Standard met by SeeReader	Aligned with Program Component(s)	
R.3.6.d	Ask and answer questions about what is read using the text for support.	Standard met by SeeReader, Writing Prompts	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.
R.3.6.e	Draw conclusions using the text for support.	Standard met by SeeReader, Writing Prompts	Which two of the following statements are correct based on what you read?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
R.3.6.f	Summarize information found in nonfiction texts.	Standard met by SeeReader, Writing Prompts	Read this part from the selection. Which of the following statements best summarizes what Peter believed?	Write one paragraph that describes the main information about a selection you read.
R.3.6.g	Identify the main idea.	Standard met by SeeReader, Writing Prompts	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
R.3.6.h	Identify supporting details.	Standard met by SeeReader, Writing Prompts	Think about what you read. Put these links to a food chain in order, from the first link in the last.	Describe parts of a selection that held important clues to help you understand what was happening.
R.3.6.i	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Graphic Organizers	Aligned with Program Component(s)	
R.3.6.j	Read with fluency, accuracy, and meaningful expression.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will apply word-analysis skills when reading.

R.3.3.b	Decode regular multisyllabic words.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	
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The student will expand vocabulary when reading.

R.3.4.a	Use knowledge of homophones.	Standard met by Skill Worksheets	Aligned with Program Component(s)	
R.3.4.b	Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.	Standard met by SeeReader, Writing Prompts	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.
R.3.4.c	Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	
R.3.4.d	Use context to clarify meaning of unfamiliar words.	Standard met by SeeReader, Writing Prompts	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.
R.3.4.e	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.	Standard met by SeeReader, ReadAround	Aligned with Program Component(s)	
R.3.4.f	Use vocabulary from other content areas.	Standard met by SeeReader, ReadAround	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.				
R.3.5.a	Set a purpose for reading.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.3.5.b	Make connections between reading selections.	Standard met by SeeReader	Aligned with Program Component(s)	
R.3.5.c	Make, confirm, and revise predictions.	Standard met by SeeReader, Writing Prompts	What would most likely happen if all the deep-sea vents suddenly disappeared?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
R.3.5.d	Compare and contrast settings, characters, and plot events.	Standard met by SeeReader, Writing Prompts	To build a successful incubator, you need a	What makes a character a hero or a villain? List the names of characters who are heroes or villains and explain why they belong to that group. The characters can be from fiction or non-fiction texts.
R.3.5.e	Summarize plot events.	Standard met by SeeReader, Writing Prompts	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.
R.3.5.f	Identify the narrator of a story.	Standard met by SeeReader, Writing Prompts	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.
R.3.5.g	Ask and answer questions about what is read.	Standard met by SeeReader, Writing Prompts	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.
R.3.5.h	Draw conclusions using the text for support.	Standard met by SeeReader, Writing Prompts	Which two of the following statements are correct based on what you read?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
R.3.5.i	Identify the conflict and resolution.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.3.5.j	Identify the theme.	Standard met by SeeReader	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.3.5.k	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
R.3.5.l	Differentiate between fiction and nonfiction.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

### Grade 3 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will demonstrate comprehension of information resources to research a topic and complete a research product.				
RS.3.10.a	Construct questions about the topic.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
RS.3.10.c	Collect and organize information about the topic.	Standard met by Graphic Organizers	Aligned with Program Component(s)	

### Grade 3 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.				
W.3.8.a	Engage in writing as a process.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.3.8.b	Identify audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.c	Use a variety of prewriting strategies.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.3.8.d	Use organizational strategies to structure writing according to type.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.3.8.e	Write a clear topic sentence focusing on main idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.f	Elaborate writing by including supporting details.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.g	Use transition words to vary sentence structure.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.h	Express an opinion about a topic and provide fact-based reasons for support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.i	Write a well-developed paragraph focusing on the main idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.8.j	Revise writing for clarity of content using specific vocabulary and information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will edit writing for capitalization, punctuation, spelling, and Standard English.

W.3.9.a	Use complete sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.b	Use the word I in compound subjects.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.c	Use past and present verb tense.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.d	Use adjectives correctly.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.e	Use singular possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.f	Use commas in a simple series.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.g	Use simple abbreviations.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	



Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.3.9.h	Use apostrophes in contractions with pronouns and in possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.i	Use the articles a, an, and the correctly.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.j	Use correct spelling including irregular plurals.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.3.9.k	Indicate paragraphing by indenting or skipping a line.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

## Grade 4 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of nonfiction texts.

R.4.6.b	Explain the author’s purpose.	Standard met by SeeReader, Writing Prompts	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.
R.4.6.c	Identify the main idea.	Standard met by SeeReader, Writing Prompts	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
R.4.6.d	Summarize supporting details.	Standard met by SeeReader, Writing Prompts	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.
R.4.6.e	Draw conclusions and make inferences using textual information as support.	Standard met by SeeReader, Writing Prompts	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.
R.4.6.f	Distinguish between cause and effect.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.4.6.g	Distinguish between fact and opinion.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.4.6.h	Use reading strategies throughout the reading process to monitor comprehension.	Standard met by SeeReader, Writing Prompts, Graphic Organizers		Aligned with Program Component(s)
R.4.6.i	Read with fluency, accuracy, and meaningful expression.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will expand vocabulary when reading.

R.4.4.a	Use context to clarify meanings of unfamiliar words.	Standard met by SeeReader, Writing Prompts	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.
R.4.4.b	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.	Standard met by SeeReader, Writing Prompts	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.
R.4.4.d	Use vocabulary from other content areas.	Standard met by SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)
R.4.4.e	Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)

The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.

R.4.5.a	Describe how the choice of language, setting, and characters contributes to the development of plot.	Standard met by SeeReader, Writing Prompts	Which statement is correct about the narrator of 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.
R.4.5.b	Identify the theme(s).	Standard met by SeeReader, Writing Prompts	The theme of a story is its message or "big idea." Which of the following phrases best summarizes the theme of this selection.	Use your own words to describe the ending of a selection.
R.4.5.c	Summarize events in the plot.	Standard met by SeeReader, Writing Prompts	This selection is mainly about	Write an email to a friend and describe a selection you read.
R.4.5.d	Identify genres.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.4.5.e	Identify the narrator of a story and the speaker of a poem.	Standard met by SeeReader		Aligned with Program Component(s)
R.4.5.f	Identify the conflict and resolution.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.4.5.g	Identify sensory words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.4.5.h	Draw conclusions/make inferences about text using the text as support.	Standard met by SeeReader, Writing Prompts	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.
R.4.5.i	Compare/contrast details in literary and informational nonfiction texts.	Standard met by SeeReader, Writing Prompts	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.
R.4.5.j	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	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.
R.4.5.k	Use reading strategies throughout the reading process to monitor comprehension.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
R.4.5.l	Read with fluency, accuracy, and meaningful expression.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

**Grade 4 - Research**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will demonstrate comprehension of information resources to create a research product.

RS.4.9.e	Avoid plagiarism and use own words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
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## Grade 4 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

W.4.7.a	Engage in writing as a process.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.b	Select audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.d	Use a variety of prewriting strategies.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.4.7.e	Recognize different forms of writing have different patterns of organization.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.4.7.f	Organize writing to convey a central idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.g	Write a clear topic sentence focusing on the main idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.h	Write related paragraphs on the same topic.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.i	Elaborate writing by including details to support the purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.j	Express an opinion about a topic and provide fact-based reasons for support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.k	Use transition words and prepositional phrases for sentence variety.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.l	Utilize elements of style, including word choice and sentence variation.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.7.m	Revise writing for clarity of content using specific vocabulary and information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.4.8.a	Use subject-verb agreement.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.b	Eliminate double negatives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.c	Use noun-pronoun agreement.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.d	Use commas in series, dates, and addresses.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.e	Correctly use adjectives and adverbs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.f	Use quotation marks with dialogue.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.g	Use correct spelling including common homophones.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.4.8.h	Use singular possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

## Grade 5 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of nonfiction texts.

R.5.6.c	Identify the main idea.	Standard met by SeeReader, Writing Prompts	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.
R.5.6.d	Summarize supporting details.	Standard met by SeeReader, Writing Prompts	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.
R.5.6.e	Identify organizational pattern(s).	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.6.f	Identify transitional words and phrases that signal an author's organizational pattern.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	
R.5.6.g	Locate information from the text to support opinions, inferences, and conclusions.	Standard met by SeeReader, Writing Prompts	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.
R.5.6.h	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	According to the selection, high insurance costs led to	Create a "chain of events" diagram for a selection.
R.5.6.i	Differentiate between fact and opinion.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.6.j	Compare and contrast details and ideas within and between texts.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.6.k	Use reading strategies throughout the reading process to monitor comprehension.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will expand vocabulary when reading.

R.5.4.a	Use context to clarify meaning of unfamiliar words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	Standard met by SeeReader, Writing Prompts	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.
R.5.4.c	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.	Standard met by SeeReader, ReadAround, Skill Worksheets, Graphic Organizers	Aligned with Program Component(s)	
R.5.4.d	Identify an author's use of figurative language.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.4.f	Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	

The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

R.5.5.a	Summarize plot events using details from text.	Standard met by SeeReader, Writing Prompts	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.
R.5.5.b	Discuss the impact of setting on plot development.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.5.c	Describe character development.	Standard met by SeeReader, Writing Prompts	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?
R.5.5.d	Identify theme(s).	Standard met by SeeReader, Writing Prompts	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.
R.5.5.e	Explain the resolution of conflict(s).	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.5.f	Identify genres.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	



STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.5.5.i	Explain how an author's choice of vocabulary contributes to the author's style.	Standard met by SeeReader, Writing Prompts	The mood in this excerpt can best be described as	Give examples of words from a selection that made the selection seem funny. Explain how these words help you know the selection is meant to be funny.
R.5.5.j	Draw conclusions and make inferences with support from the text.	Standard met by SeeReader, Writing Prompts	What does the name "Valhalla" mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
R.5.5.k	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.5.l	Compare/contrast details in literary and informational nonfiction texts.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.5.5.m	Use reading strategies throughout the reading process to monitor comprehension.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

### Grade 5 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

W.5.8.a	Use plural possessives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.b	Use adjective and adverb comparisons.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.c	Use interjections.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.d	Use prepositional phrases.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.e	Use quotation marks with dialogue.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.5.8.f	Use commas to indicate interrupters, items in a series, and to indicate direct address.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.h	Edit for fragments and run-on sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.i	Eliminate double negatives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.j	Use correct spelling of commonly used words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.8.k	Use coordinating conjunctions.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

**The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.**

W.5.7.a	Engage in writing as a process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.5.7.b	Select audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.7.c	Use a variety of prewriting strategies.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.5.7.d	Introduce and develop a topic, incorporating evidence and supporting details.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.7.e	Organize information to convey a central idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.7.f	Recognize different forms of writing have different patterns of organization including story structure for narrative writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.5.7.g	Write a clear topic sentence focusing on the main idea.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.5.7.h	Clearly state a position including supporting reasons and evidence to persuade the intended audience.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.5.7.i	Write multiparagraph compositions.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.5.7.j	Use precise and descriptive vocabulary to create tone and voice.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.5.7.k	Vary sentence structure by using transition words and prepositional phrases.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.5.7.l	Revise writing for clarity of content using specific vocabulary and information.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

## Grade 6 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will determine the purpose of media messages and examine how they are constructed.

CM.6.3.c	Interpret information presented in diverse media formats and explain how it contributes to the topic.	Standard met by SeeReader, Writing Prompts	What does this image have to do with the selection?	Can an image help you understand a selection's main idea or theme? Choose two selections you have read and explain how the image did or did not help you understand the selection.
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## Grade 6 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of a variety of nonfiction texts.

R.6.6.b	Identify main idea.	Standard met by SeeReader, Writing Prompts	Which saying characterized the training Lin received from his dad on the court?	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.
R.6.6.c	Summarize supporting details.	Standard met by SeeReader, Writing Prompts	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.
R.6.6.d	Create an objective summary including main idea and supporting details.	Standard met by SeeReader, Writing Prompts	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.
R.6.6.e	Draw conclusions and make inferences based on explicit and implied information.	Standard met by SeeReader, Writing Prompts	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.
R.6.6.f	Identify the author's organizational pattern(s).	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.6.6.g	Identify transitional words and phrases that signal an author's organizational pattern.	Standard met by Skill Worksheets		Aligned with Program Component(s)
R.6.6.h	Differentiate between fact and opinion.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.6.6.i	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	Why did Ochoa say her father was reluctant to speak Spanish in front of his children?	Describe the cause and effect relationship in a selection you read.
R.6.6.j	Analyze ideas within and between selections providing textual evidence.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.6.6.k	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

R.6.4.a	Identify word origins and derivations.	Standard met by ReadAround, Skill Worksheets	Aligned with Program Component(s)	
R.6.4.b	Use roots, affixes, synonyms, and antonyms to expand vocabulary.	Standard met by ReadAround, Skill Worksheets	Aligned with Program Component(s)	
R.6.4.c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	Standard met by SeeReader, Writing Prompts	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.
R.6.4.d	Identify and analyze the construction and impact of figurative language.	Standard met by SeeReader, Writing Prompts	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.
R.6.4.f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by ReadAround	Aligned with Program Component(s)	

The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

R.6.5.a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	Standard met by SeeReader, Writing Prompts	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.
R.6.5.b	Describe cause and effect relationships and their impact on plot.	Standard met by SeeReader, Writing Prompts	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.
R.6.5.d	Differentiate between first and third person point-of-view.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.6.5.e	Describe how word choice and imagery contribute to the meaning of a text.	Standard met by SeeReader, Writing Prompts	The genre of this selection could be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
R.6.5.f	Draw conclusions and make inferences using the text for support.	Standard met by SeeReader, Writing Prompts	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.
R.6.5.g	Identify the characteristics of a variety of genres.	Standard met by SeeReader, Writing Prompts	This selection is best described as	Choose a selection that uses humor or satire to make a comment about an issue. Explain how this type of genre uses language to make a point. What is the comment or point, and how do you know?
R.6.5.h	Identify and analyze the author's use of figurative language.	Standard met by SeeReader, Writing Prompts	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.
R.6.5.j	Identify transitional words and phrases that signal an author's organizational pattern.	Standard met by SeeReader, Writing Prompts	In the following excerpt, which word indicates that the author is about to introduce a different thought?	Describe an author's use of symbols in a selection that you have read. Explain what the symbols represent and how they are applied to the characters and events in the selection.
R.6.5.k	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	

## Grade 6 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will find, evaluate, and select appropriate resources to create a research product.

RS.6.9.b	Collect and organize information from multiple sources.	Standard met by SeeReader, Writing Prompts	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.
RS.6.9.c	Evaluate and analyze the validity and credibility of sources.	Standard met by SeeReader, Writing Prompts	Which is the best example of how some space campers experience training conditions similar to those of real astronauts?	Imagine you are an attorney. Write an opening statement to the jury that argues the validity of a selection you read. Provide supportive evidence.

## Grade 6 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

W.6.7.a	Engage in writing as a recursive process.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.b	Choose audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.c	Use a variety of prewriting strategies to generate and organize ideas.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.6.7.d	Organize writing to fit mode or topic.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.e	Write narratives to include characters, plot, setting, and point of view.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.f	Establish a central idea incorporating evidence and maintaining an organized structure.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.g	Compose a thesis statement for expository and persuasive writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.h	Write multiparagraph compositions with elaboration and unity.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.i	Use transition words and phrases.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.j	Select vocabulary and information to enhance the central idea, tone, and voice.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.k	Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.7.l	Revise writing for clarity of content including specific vocabulary and information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

W.6.8.a	Use subject-verb agreement with intervening phrases and clauses.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.b	Use pronoun-antecedent agreement to include indefinite pronouns.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.c	Maintain consistent verb tense across paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.d	Eliminate double negatives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.e	Use quotation marks with dialogue.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.f	Choose adverbs to describe verbs, adjectives, and other adverbs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.g	Use correct spelling for frequently used words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.6.8.h	Use subordinating and coordinating conjunctions.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	



## Grade 7 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will create multimodal presentations both individually and in a group that effectively communicate ideas.

CM.7.2.c	Use language and vocabulary appropriate to audience, topic, and purpose.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
CM.7.2.d	Paraphrase and summarize a speaker's key ideas.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

The student will examine the elements of media literacy.

CM.7.3.b	Distinguish between fact and opinion, and between evidence and inference.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
CM.7.3.c	Describe how word choice, visual images, and sound convey a viewpoint.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

## Grade 7 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and demonstrate comprehension of a variety of nonfiction texts.

R.7.6.b	Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.7.6.c	Make inferences and draw logical conclusions using explicit and implied textual evidence.	Standard met by SeeReader, Writing Prompts	This excerpt shows that Brooks was a person who	Describe a character with whom you empathize, and explain why you feel this way.
R.7.6.d	Differentiate between fact and opinion.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.7.6.e	Identify the source, viewpoint, and purpose of texts.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.7.6.f	Describe how word choice and language structure convey an author's viewpoint.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.7.6.g	Identify the main idea.	Standard met by SeeReader, Writing Prompts	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
R.7.6.h	Summarize text identifying supporting details.	Standard met by SeeReader, Writing Prompts	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.
R.7.6.i	Create an objective summary including main idea and supporting details.	Standard met by SeeReader, Writing Prompts	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.
R.7.6.j	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	The Ice Palace mentioned in this selection does not allow visitors because	Describe the cause and effect relationship in a selection you read.
R.7.6.k	Organize and synthesize information for use in written and other formats.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.7.6.l	Analyze ideas within and between selections providing textual evidence.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.7.6.m	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers		Aligned with Program Component(s)

The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

R.7.4.a	Identify word origins and derivations.	Standard met by ReadAround, Skill Worksheets		Aligned with Program Component(s)
R.7.4.b	Use roots, affixes, synonyms, and antonyms to expand vocabulary.	Standard met by SeeReader, Writing Prompts	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.
R.7.4.c	Identify and analyze the construction and impact of figurative language.	Standard met by SeeReader, Writing Prompts	In this excerpt, when Mr. Matas uses the phrase "withered plants," he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
R.7.4.d	Identify connotations.	Standard met by Skill Worksheets		Aligned with Program Component(s)
R.7.4.e	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	Standard met by SeeReader, Writing Prompts	In this excerpt, the word "score" most closely means	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.
R.7.4.g	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)

The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

R.7.5.a	Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	Standard met by SeeReader, Writing Prompts	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
R.7.5.b	Identify and explain the theme(s).	Standard met by SeeReader, Writing Prompts	Which of the following attributes does the tortoise reward?	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
R.7.5.c	Identify cause and effect relationships and their impact on plot.	Standard met by SeeReader, Writing Prompts	Even though the plot was successful, Thor was embarrassed because he	How does technology affect how people learn? Use details from a selection you have read, plus your own personal experiences, to explain and support your answer.
R.7.5.e	Identify elements and characteristics of a variety of genres.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.7.5.g	Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.	Standard met by SeeReader, Writing Prompts	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.
R.7.5.i	Make inferences and draw conclusions based on the text.	Standard met by SeeReader, Writing Prompts	Why does Olivia think a dog would be a good pet for Lucas?	Explain how prior knowledge helped you infer information from a selection.
R.7.5.j	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Graphic Organizers	Aligned with Program Component(s)	

### Grade 7 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

W.7.8.a	Choose appropriate adjectives and adverbs to enhance writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.8.b	Use pronoun-antecedent agreement to include indefinite pronouns.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.8.c	Use subject-verb agreement with intervening phrases and clauses.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.8.d	Edit for verb tense consistency and point of view.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.8.e	Use quotation marks with dialogue and direct quotations.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.8.f	Use correct spelling for commonly used words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

W.7.7.a	Engage in writing as a recursive process.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.b	Choose intended audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.c	Use a variety of prewriting strategies to generate and organize ideas.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.7.7.d	Organize writing structure to fit form or topic.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.e	Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.f	Compose a thesis statement for persuasive writing that includes a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.g	Clearly state a position and organize reasons and evidence, using credible sources.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.h	Distinguish between fact and opinion to support a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.i	Write multiparagraph compositions with elaboration and unity.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.j	Use transition words and phrases within and between paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.k	Develop and modify the central idea, tone, and voice to fit the audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.7.7.l	Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.m	Use clauses and phrases for sentence variety.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.7.7.n	Revise writing for clarity of content including specific vocabulary and information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

## Grade 8 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will analyze, develop, and produce creative or informational media messages.

CM.8.3.a	Analyze the purpose of information and persuasive techniques used in diverse media formats.	Standard met by Writing Prompts		Aligned with Program Component(s)
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## Grade 8 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

R.8.4.a	Identify and analyze the construction and impact of an author's use of figurative language.	Standard met by SeeReader, Writing Prompts	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.
R.8.4.b	Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.8.4.c	Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.	Standard met by SeeReader, Writing Prompts, Skill Worksheets		Aligned with Program Component(s)
R.8.4.d	Identify the meaning of common idioms.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.8.4.e	Use word-reference materials to determine meanings and etymology.	Standard met by Skill Worksheets		Aligned with Program Component(s)
R.8.4.f	Discriminate between connotative and denotative meanings and interpret the connotation.	Standard met by Skill Worksheets		Aligned with Program Component(s)
R.8.4.g	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

R.8.5.a	Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.	Standard met by SeeReader, Writing Prompts	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.
R.8.5.b	Identify cause and effect relationships and their impact on plot.	Standard met by SeeReader, Writing Prompts	Choose the sentence in this excerpt that indicates why Lucas and his father decided to fish in Oyster Bay.	Give an example of how recognizing cause and effect helped you better understand the plot development of a selection.
R.8.5.c	Explain the development of the theme(s).	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.5.d	Explain the use of symbols and figurative language.	Standard met by SeeReader, Writing Prompts	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.
R.8.5.e	Make inferences and draw conclusions based on explicit and implied information using references to the text for support.	Standard met by SeeReader, Writing Prompts	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?
R.8.5.f	Identify and analyze characteristics within a variety of genres.	Standard met by SeeReader, Writing Prompts	Which list of words best describes the similarities between wolves and ancient humans?	List three of your personal interests. By using the Internet or visiting a library, find five books that relate to each of those interests. Label the books as fiction or non-fiction and indicate how each book relates to an interest.
R.8.5.g	Compare/contrast details in literary and informational nonfiction texts.	Standard met by SeeReader, Writing Prompts	Read these two excerpts. What two things do they tell you about King and Ashe?	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.
R.8.5.j	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	



STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read, comprehend, and analyze a variety of nonfiction texts.

R.8.6.a	Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.b	Apply knowledge of text features and organizational patterns to analyze selections.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.d	Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.e	Analyze the author’s qualifications, viewpoint, word choice, and impact.	Standard met by SeeReader, Writing Prompts	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.
R.8.6.f	Analyze details for relevance and accuracy.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.g	Differentiate between fact and opinion.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.h	Identify the main idea.	Standard met by SeeReader, Writing Prompts	Based on this excerpt, which two factors laid the foundation for Franklin’s work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
R.8.6.i	Summarize the text identifying supporting details.	Standard met by SeeReader, Writing Prompts	Cisneros is sympathetic to poor Mexican immigrants because	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
R.8.6.j	Identify cause and effect relationships.	Standard met by SeeReader, Writing Prompts	Why did the Monuments Men provide Allied bombers with aerial photographs of key cultural sites?	Describe the cause and effect relationship in a selection you read.
R.8.6.k	Evaluate, organize, and synthesize information for use in written and other formats.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.8.6.l	Analyze ideas within and between selections providing textual evidence.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.8.6.m	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

### Grade 8 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read, comprehend, and analyze a variety of nonfiction texts.

W.8.8.a	Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.b	Correctly use pronouns in prepositional phrases with compound objects.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.c	Use a variety of sentence structures to infuse sentence variety in writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.d	Maintain consistent verb tense across paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.e	Use comparative and superlative degrees in adverbs and adjectives.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.f	Use quotation marks with dialogue and direct quotations.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.8.g	Use correct spelling for frequently used words.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

W.8.7.a	Engage in writing as a recursive process.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.b	Choose intended audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.c	Use prewriting strategies to generate and organize ideas.	Standard met by Graphic Organizers	Aligned with Program Component(s)	
W.8.7.d	Organize writing structure to fit form or topic.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.e	Establish a central idea incorporating evidence, maintaining an organized structure and formal style.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.f	Compose a thesis statement for persuasive writing that advocates a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.g	Clearly state and defend a position with reasons and evidence, from credible sources.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.h	Identify a counterclaim and provide a counter-argument.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.j	Organize information to provide elaboration and unity.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.k	Develop and modify the central idea, tone, and voice to fit the audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.8.7.l	Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

## Grade 9 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.				
CM.9.1.j	Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).	Standard met by Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	

## Grade 9 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.				
R.9.3.a	Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	Standard met by ReadAround, Skill Worksheets	Aligned with Program Component(s)	
R.9.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.9.3.d	Identify the meaning of common idioms.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	
R.9.3.e	Explain the meaning of literary and classical allusions and figurative language in text.	Standard met by SeeReader, Writing Prompts	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.
R.9.3.f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

R.9.4.a	Identify the characteristics that distinguish literary forms.	Standard met by SeeReader, Writing Prompts	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.
R.9.4.b	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.9.4.j	Make inferences and draw conclusions using references from the text(s) for support.	Standard met by SeeReader, Writing Prompts	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.
R.9.4.k	Compare/contrast details in literary and informational nonfiction texts.	Standard met by SeeReader, Writing Prompts	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.
R.9.4.l	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read and analyze a variety of nonfiction texts.

R.9.5.a	Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.	Standard met by SeeReader, Writing Prompts	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.
R.9.5.b	Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	Standard met by SeeReader, Writing Prompts	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.
R.9.5.d	Recognize an author's intended purpose for writing and identify the main idea.	Standard met by SeeReader, Writing Prompts	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.
R.9.5.e	Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Standard met by SeeReader, Writing Prompts	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
R.9.5.f	Identify characteristics of expository, technical, and persuasive texts.	Standard met by SeeReader, Writing Prompts	This selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
R.9.5.g	Identify a position/argument to be confirmed, disproved, or modified.	Standard met by SeeReader, Writing Prompts	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
R.9.5.h	Evaluate clarity and accuracy of information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.9.5.i	Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.9.5.j	Differentiate between fact and opinion and evaluate their impact.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.9.5.k	Analyze ideas within and between selections providing textual evidence.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.9.5.l	Use the reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

### Grade 9 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

W.9.7.a	Use parallel structure across sentences and paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.7.b	Use appositives, main clauses, and subordinate clauses.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.7.c	Use commas and semicolons to distinguish and divide main and subordinate clauses.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.7.e	Use a variety of sentence structures to infuse sentence variety in writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

W.9.6.a	Engage in writing as a recursive process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.9.6.b	Plan, organize, and write for a variety of audiences and purposes.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.9.6.e	Communicate clearly the purpose of the writing using a thesis statement.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.f	Compose a thesis for persuasive writing that advocates a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.g	Clearly state and defend a position using reasons and evidence from credible sources as support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.h	Identify counterclaims and provide counter-arguments.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.i	Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.k	Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.9.6.l	Revise writing for clarity of content, accuracy, and depth of information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	



## Grade 10 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will make planned multimodal, interactive presentations collaboratively and individually.

CM.10.1.k	Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.	Standard met by Skill Worksheets	Aligned with Program Component(s)	
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## Grade 10 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

R.10.3.a	Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	Standard met by SeeReader, ReadAround, Skill Worksheets	Aligned with Program Component(s)	
R.10.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.10.3.e	Explain the meaning of literary and classical allusions and figurative language in text.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.10.3.f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	

The student will read, comprehend, and analyze literary texts of different cultures and eras.

R.10.4.a	Make inferences and draw conclusions using references from the text(s) for support.	Standard met by SeeReader, Writing Prompts	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.
R.10.4.f	Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.	Standard met by SeeReader, Writing Prompts	What is the author's purpose in writing this selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
R.10.4.i	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.	Standard met by SeeReader, Writing Prompts	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.

Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.10.4.j	Compare/contrast details in literary and informational nonfiction texts.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.10.4.k	Compare and contrast how literary devices convey a message and elicit a reader's emotions.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.10.4.m	Use reading strategies to monitor comprehension throughout the reading process.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

The student will read, interpret, analyze, and evaluate nonfiction texts.

R.10.5.a	Analyze text features and organizational patterns to evaluate the meaning of texts.	Standard met by SeeReader, Writing Prompts	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.
R.10.5.b	Recognize an author's intended audience and purpose for writing.	Standard met by SeeReader, Writing Prompts	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.
R.10.5.d	Compare and contrast informational texts for intent and content.	Standard met by SeeReader, Writing Prompts	Reread these two excerpts describing energy sources that come from the earth. In which two ways are they similar?	Use a Venn diagram to compare two non-fiction selections on the same topic.
R.10.5.e	Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.10.5.f	Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	Standard met by SeeReader, Writing Prompts	The first excerpt is from the website of a history program on TV, and the second is from the selection you just read. Based on the information provided in them, what conclusion can be drawn?	Describe how the world today compares and contrasts with the setting of a selection that takes place in the past. Include at least three examples.
R.10.5.g	Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
R.10.5.h	Analyze ideas within and between selections providing textual evidence.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.10.5.i	Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Standard met by SeeReader, Writing Prompts	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.
R.10.5.j	Use reading strategies throughout the reading process to monitor comprehension.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

**Grade 10 - Research**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will find, evaluate, and select credible resources to create a research product.

RS.10.8.a	Verify the accuracy, validity, and usefulness of information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
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**Grade 10 - Writing**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

W.10.7.a	Use parallel structure across sentences and paragraphs.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.7.b	Use complex sentence structure to infuse sentence variety in writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.7.c	Distinguish between active and passive voice.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.7.d	Use colons correctly.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

W.10.6.a	Engage in writing as a recursive process.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.b	Plan and organize writing to address a specific audience and purpose.	Standard met by SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
W.10.6.c	Adjust writing content, technique, and voice for a variety of audiences and purposes.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.d	Communicate clearly the purpose of the writing using a thesis statement.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.e	Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.f	Compose a thesis statement for persuasive writing that advocates a position.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.g	Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.h	Identify counterclaims and provide counter-arguments.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.i	Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.k	Elaborate ideas clearly through word choice.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.10.6.l	Use textual evidence to compare and contrast multiple texts.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.m	Revise writing for clarity of content, accuracy, and depth of information.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.10.6.n	Write and revise to a standard acceptable both in the workplace and in postsecondary education.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

### Grade 11 - Communication and Multimodal Literacies

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

CM.11.1.h	Use vocabulary appropriate to the topic, audience, and purpose.	Standard met by Writing Prompts	Aligned with Program Component(s)	
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## Grade 11 - Reading

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

R.11.3.a	Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	Standard met by SeeReader, ReadAround, Writing Prompts, Skill Worksheets		Aligned with Program Component(s)
R.11.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.11.3.f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)

The student will read, comprehend, and analyze relationships among American literature, history, and culture.

R.11.4.e	Analyze how context and language structures convey an author's intent and viewpoint.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.11.4.h	Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.11.4.i	Analyze the use of dramatic conventions in American literature.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
R.11.4.j	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	Standard met by SeeReader, Writing Prompts, Skill Worksheets		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

R.11.5.a	Apply information from texts to clarify understanding of concepts.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.11.5.d	Paraphrase and synthesize ideas within and between texts.	Standard met by SeeReader, Writing Prompts	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.
R.11.5.e	Draw conclusions and make inferences on explicit and implied information using textual support.	Standard met by SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?
R.11.5.f	Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	Standard met by SeeReader, Writing Prompts	Read these two excerpts from the selection. For which two reasons can they be considered ironic?	Use a Venn diagram to compare two non-fiction selections on the same topic.
R.11.5.g	Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	Standard met by Skill Worksheets	Aligned with Program Component(s)	
R.11.5.h	Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	Standard met by SeeReader, Writing Prompts	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.
R.11.5.i	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	Standard met by SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?

## Grade 11 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

RS.11.8.a	Critically evaluate quality, accuracy, and validity of information.	Standard met by SeeReader, Writing Prompts	How does the author substantiate the success of Title IX?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
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## Grade 11 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

W.11.7.a	Use complex sentence structure to infuse sentence variety in writing.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.11.7.b	Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.11.7.c	Distinguish between active and passive voice.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

W.11.6.a	Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.11.6.b	Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	



Reading Plus Alignment to the Virginia Standards of Learning for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.11.6.c	Organize claims, counterclaims, and evidence in a sustained and logical sequence.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.11.6.d	Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.11.6.e	Use words, phrases, clauses, and varied syntax to create a cohesive argument.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.11.6.g	Revise writing for clarity of content, accuracy and depth of information.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.11.6.h	Write and revise to a standard acceptable both in the workplace and in postsecondary education.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

**Grade 12 - Reading**

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

R.12.3.a	Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
R.12.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	Standard met by SeeReader, Writing Prompts	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.
R.12.3.e	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	Standard met by SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	

The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

R.12.4.b	Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	Standard met by SeeReader, Writing Prompts	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.
R.12.4.h	Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

R.12.5.a	Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	Standard met by SeeReader, Writing Prompts	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.
R.12.5.d	Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	Standard met by Skill Worksheets	Aligned with Program Component(s)	
R.12.5.e	Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	Standard met by SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.

## Grade 12 - Research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.</p>				
RS.12.8.a	Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
RS.12.8.b	Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	Standard met by SeeReader, Writing Prompts, Skill Worksheets	Aligned with Program Component(s)	
RS.12.8.c	Critically evaluate the accuracy, quality, and validity of the information.	Standard met by SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.

## Grade 12 - Writing

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
<p>The student will write in a variety of forms to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</p>				
W.12.6.a	Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.12.6.b	Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	
W.12.6.c	Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.	Standard met by SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
W.12.6.e	Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.12.6.f	Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.12.6.g	Revise writing for clarity of content, depth of information, and technique of presentation.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.12.6.h	Write and revise to a standard acceptable both in the workplace and in postsecondary education.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

**The student will self- and peer-edit writing for Standard English.**

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W.12.7.a	Use complex sentence structure to infuse sentence variety in writing.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)
W.12.7.b	Edit, proofread, and prepare writing for intended audience and purpose.	Standard met by SeeReader, Writing Prompts		Aligned with Program Component(s)

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